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ABSTRACT

The Title I program described in this document focused on the improvement of reading and language skills among educationally disadvantaged children in four elementary schools. Specific objectives included enhanced reading skills, enhanced language skills, and mastery of basic concepts in the areas of food handling, communications, transportation, and career awareness. The instructional program consisted of four activities: the Southwest Cooperative Educational Laboratory Oral Language Program, a locally designed reading assistance program, a locally designed language development program, and a home-school coordination program. For the entire year, 53 kindergarten children and 75, 68, and 73 children in first, second, and third grades respectively were served. This document contains an executive summary and an overview of the program, an introduction to the project, a description of the target population, discussions of the project operations and outcomes, a summary of the project, and examples of various mastery tests used in the program. (JM)

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ANCHORAGE BOROUGH SCHOOL DISTRICT

TITLE I PROGRAM

ORAL LANGUAGE AND READING DEVELOPMENT PROGRAM

FINAL EVALUATION REPORT

1973-74

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Final Evaluation Report
1973-74

EXECUTIVE SUMMARY

During the past year (1973-74), the Anchorage Borough School District designed and conducted a Title I program. The program focused on the improvement of reading and language skills among educationally disadvantaged children within four of the District's elementary schools. Specific objectives of the program included enhanced reading skills, enhanced language skills, and mastery of basic concepts in the areas of food handling, communications, transportation and career awareness.

The instructional program which was designed to assist children in meeting these objectives consisted of four activities: (a) the Southwest Cooperative Educational Laboratory Oral Language Program, (b) a locally designed reading assistance program, (c) a locally designed language development program, and (d) a Home-School Coordination program. In all, some 53 children at the kindergarten level were served, and 75, 68, and 73 children were served at the first, second, and third grade levels, respectively for the entire year.

During the year, two major work areas (or components) supported the program's instructional activities. Within the program's Management Component, sixteen objectives were established. These objectives included such functions as development and monitoring of the program, provision of training for the staff, preparation and submission of the requisite reports. All sixteen of the Management objectives were attained by the end of the project year.

Within the program's Staff and Materials Development Component, a total of five Staff Development objectives and five Materials Development objectives were established. The Staff Development objectives focused primarily upon preservice and inservice activities as well as the appropriate enactment of procedures and skills within the program classrooms. Three of five objectives within this area were clearly attained.

Work outlined by the Materials Development objectives centered about the production of instructional lesson plans for use in the basic concept areas as well as the development and production of program assessment instruments. Two of the objectives within this group were clearly attained by the end of the year.

In reviewing the performance of participating children at least three major findings were observed:

- The percentages of children who attained mastery level in the program's concept areas (i.e., transportation, food marketing, communication and career awareness) were not high. A recommendation was made that a hierarchy of concepts suitable to children in the grade levels served be established.

- Student performance on the Southwestern Cooperative Educational Laboratory (SWCEL) Oral Language Test was generally favorable. It was conluded that both project children and control children gained substantially in their language performance during the year, but that the growth of the project children was considerably greater than that of the children who did not receive SWCEL instruction.

- Student performances on a standardized reading test were compared with those of students who had been enrolled in the District's Title I program during 1971-72 and 1972-73. For the most part, present project students averaged between eight and ten months' growth in reading during the year, but they generally remained behind the expected or average grade level in performance. A greater concentration of effort in the reading area was recommended.

The program staff provided a number of insights into project operations (see pages 60-61 of the present report) and a number of program products were identified (see page 59).

Recommendations were made by the Program Evaluator in the areas of (a) internal program monitoring and communications (b) teacher ratings of student performance, (c) test scheduling (d) process evaluation procedures, (e) project staffing and (f) instructional procedures.

I

INTRODUCTION TO THE PROJECT

A. Project Rationale

Within the District's Title I schools, between 20 and 30 percent of the students (grades K-3) have identifiable learning problems related to oral language facility and reading skills. In the past, failure to provide these youngsters with an appropriate experiential background either at home or in the school has resulted in a continued lag in learning progress in later grades. The purpose of the present program is to provide experiences through which students may develop some essential basic concepts.

It was anticipated that once in possession of a set of core concepts which are common to all students in a given classroom, the disadvantaged student would be in a better position to assimilate classroom instruction. As a result of this, the student's acquisition of oral and written language skills should be maximized.

B. Project Focus

During the 1973-74 school year, the District's Title I program provided field trip experiences to Project participants (grades K-1) in the areas of transportation, communication, marketing and career information. The direct classroom extension of these experiences results

in the development of the core concepts. Additionally, oral language specialists and reading specialists provided services to each Title I classroom. Another significant feature of the program was the use of a Home-School Coordinator. This individual (one at each of the Project schools) was responsible for establishing and maintaining liaison between the teaching staff and the child's family. Finally, the Southwest Cooperative Educational Laboratory Oral Language Program (OLP) was provided to selected Title I children.

II

DESCRIPTION OF TARGET POPULATION

The present Project was designed to serve selected students in grades K-3 in four elementary schools within the Anchorage Borough School District. Selection of the target schools was based upon an economic criteria, i.e., those schools within the district having the highest concentration of AFDC children were designated as Title I schools. By means of this criteria, four schools (Denali, North Star, Mountain View and Fairview) were selected from among the district's 41 elementary schools.

Within each of the target schools, educationally disadvantaged children in grades K-3 were identified by means of:

1. Performance on standardized tests* and/or
2. Teacher or curricular specialist recommendation

In formulating such recommendations, teachers and curricular specialists made judgments during the fall term about each child enrolled in classes (K-3) within the target school. The judgments focused on six areas:

1. Conceptual background
2. Extent of vocabulary
3. Syntax
4. Social Adjustment
5. Self-concept
6. Bilingual or dual-cultural background

---

* In the present instance, children were considered educationally disadvantaged if: (a) they scored at or below the C level on the Metropolitan Readiness Test (grade one only), or (b) scored below grade level (.5 grade level or more) on the Stanford Achievement Test.

For the benefit of children entering the schools after the fall assessments, individual ratings were made by teachers and specialists on an "as needed" basis. Thus, of the 1,081 children enrolled in grades K-3 in the target schools during the fall, approximately 77 were selected into the Title I Program in Kindergarten. In addition, 118 were selected from the first grade, 105 were selected from the second grade and 103 were selected from the third grade.

During the course of the year, the Project experienced considerable turnover in students. Thus, an additional 20 students were subsequently served in Kindergarten, 34 were served in first grade, 33 were served in second grade and 33 were served in third grade. As a result of turnover, 27 of the originally selected Kindergarten students, 38 of the first grade students, 39 of the second grade students and 37 of the third grade students left the program. Finally, one kindergarten, ten first grade, six second grade and six third grade students left and then rejoined the program on at least one occasion. In all, some 53 Kindergarten students, 75 first grade students, 68 second grade students and 73 third grade students remained with the program for the entire year. It is on the basis of this latter group of "pure cases" that the effectiveness of the program is to be adjudged.

III

PROJECT OPERATIONS

In this section, major aspects of the Project operation are detailed. Specifically, the topics of: (a) the Project Model, (b) the Project Organization, (c) the Project Evaluation, (d) the Staffing Summary, (e) the Training of Project Staff, and (f) the Chronology of Major Events are presented.

A. Project Model

The Project's instructional procedures cluster about four major activities. In the paragraphs which follow, each of these activities is described briefly. An overview of the program offerings at each of the Project schools is provided in Figure 1, Page 10.

1. SOUTHWEST COOPERATIVE EDUCATIONAL LABORATORY ORAL LANGUAGE PROGRAM (SWCEL-OLP)

The SWCEL Oral Language Program focuses on the production of English language. The instructional guide, Mark III Oral Language Program, SWCEL 1971, consists of six volumes and provides the basis for the program. Each volume consists of approximately 25 lessons. Each of the 150 lessons contains: (a) explicit objectives, (b) specific methods of presentation, and (c) a listing of instructional materials. In addition to the guides, seven program tests and most of the necessary materials for the lessons are included as a package.

In operating the program, children are initially selected on the basis of performance on the SWCEL Test of Oral English Production. For those children who have been selected, daily lessons (usually of 20 to 25 minutes duration) are provided. The lessons are usually presented by the teacher or aide in a small group setting. Periodic tests of progress are administered approximately every six weeks.

The function of the Quality Assurance Specialist (QAS) is also an important aspect of the instructional procedure. At least monthly, a Quality Assurance Specialist reviews the instructional techniques of the teacher or aide. Feedback to the teacher or aide is usually provided immediately following the observation.

2. DISTRICT ORAL LANGUAGE PROGRAM

The District Oral Language Program focuses on developing core concepts in the areas of Food Marketing, Communication, Transportation and Career Awareness. To that end, the District's Oral Language Specialists provide lessons and coordinate field trips for participating students. During the past year some 41 separate lesson plans were developed and enacted by Oral Language Specialists and Title I teachers. As in the case of the SWCEL OLP, the lesson plans adhere to a common format which includes: (a) specification of general and specific concepts, (b) listing and location of supporting materials, (c) description of instructional activities and field trips, and (d) suggested test items for the concept being taught.

During the past year, the District Oral Language Program was offered to selected Title I children. Selection was based upon the judgment of Title I staff members.

3. TITLE I READING PROGRAM

The Title I Reading Program consists of supplementary reading instruction which is provided by a specialist in each building. The Reading Specialist works either with individuals or small groups of children on an "as needed" basis. Thus, the services of the Reading Specialist are provided to Project children for varying amounts of time within a given day and for varying lengths of time during the year. In helping the Project children, the specialists work in a separate room in each building. The rooms are equipped with a broad range of instructional materials and equipment. During the past year, the specialists worked primarily with Project students in grades two and three.

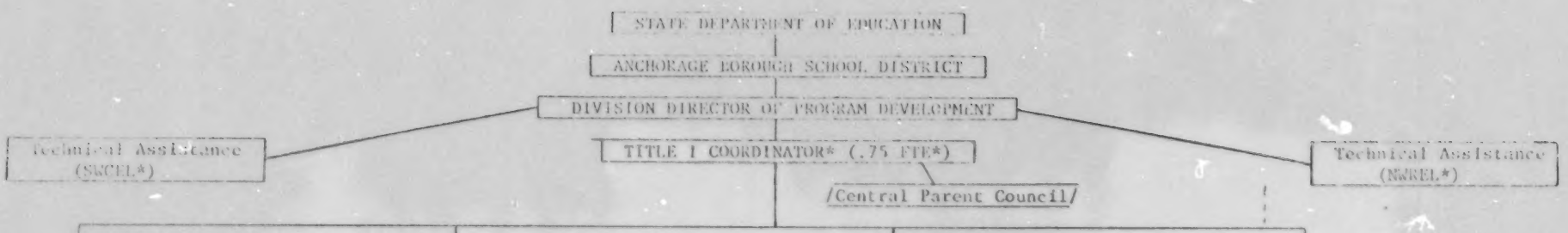
4. HOME-SCHOOL COORDINATION SERVICES

The Home-School Coordinators provide a liaison between the home, the school and the community. Much of the work of the Home-School Coordinator entails: (a) working with individual children, (b) visiting the parents in their homes, (c) sharing information between home and school, and (d) establishing and coordinating local parent advisory groups.

Project children at all grade levels were served by the Home-School Coordinators during the past year.

FIGURE I

PROJECT STAFFING SUMMARY



DENALI SCHOOL

A. Principal
B. Oral Language Specialist*
C. Reading Specialist*/QAS
D. Home/School Coordinator*

Parent Council

E. Teachers:

Kindergarten	- 1
Grade 1	- 2
Grade 2	- 2
Grade 3	- 2

F. Aides - 6*

FAIRVIEW SCHOOL

A. Principal
B. Oral Language Specialist*
C. Reading Specialist*
D. Home/School Coordinator*

Parent Council

E. Teachers:

Kindergarten	- 1
Grade 1	- 2
Grade 2	- 2
Grade 3	- 2

F. Aides - 7*
G. UYA - 1*

MOUNTAIN VIEW SCHOOL

A. Principal
B. Oral Language Specialist*
C. Reading Specialist*
D. Home/School Coordinator*/QAS

Parent Council

E. Teachers:

Kindergarten	- 1½
Grade 1	- 4
Grade 2	- 3
Grade 3	- 3

F. Aides - 7*
G. UYA - 1*

NORTH STAR SCHOOL

A. Principal
B. Reading Specialist*
C. Home/School Coordinator*

Parent Council

D. Teachers:

Kindergarten	- 2
Grade 1	- 4
Grade 2	- 4
Grade 3	- 4

E. Aides - 5*
F. UYA - 1*

* Assistance or positions provided by Title I funds

KEY

POSITION	MAIN FUNCTION
Quality Assurance Specialist (QAS)	To review and upgrade teaching skills of teachers and aides who use SWCEL Oral Language Program materials
University Year for Action (UYA)	On-the-job training for university students who assist teachers and home/school coordinator
Home/School Coordinator	Provides liasion between home and school committees
Reading/Oral Language Specialists	Provide supplementary instruction to Title I students

B. Project Organization

This section of the report includes an outline of all Project objectives organized according to component. The outline serves to orient the reader to the Project's organization, as well as to identify all Project objectives in an abbreviated form. This outline is presented in Table 1 below:

TABLE 1

Summary of Project Objectives
Organized According to Component

I. MANAGEMENT COMPONENT

Objectives and dates of activation/completion

a.	Project Director forms program advisory councils	August-September, 1973
b.	Advisory groups prioritize student needs	January, 1973
c.	Project staff, Project Director identify target populations and locations	March, 1973
d.	Project staff specifies student performance objectives	March, 1973
e.	Project staff/Project Evaluator develop preliminary Evaluation Plan	April, 1973
f.	Project staff develops program proposal	April, 1973
g.	Project Director submits proposal for funding	May, 1973

h.	Project operations formally activated by Project Director	July, 1973
i.	Project Director arranges for Project sites, supplies, personnel and consultants	July, 1973
j.	Project Director submits quarterly reports	October, February, April and July (annually)
k.	Final Evaluation Plan formalized by consultant and staff	July, 1973
l.	Project Director provides preservice and inservice training	July, and as needed
m.	Project Director (or his designate) monitors program implementation at the school and District level on a monthly basis	September-May
n.	Project Evaluator and staff implement Project Evaluation Plan	June-July
o.	Parents are informed of program by Project staff	September-May
*p.	Home-School Coordinator establishes and maintains contact with parents of Title I children	September-May

II. STAFF AND MATERIALS DEVELOPMENT COMPONENT

A. Staff Development Objectives

1. Project staff detail training objectives and activities for general Project procedures

2. Project consultants detail training objectives and procedures for prepackaged instructional program

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* New objective January, 1974

3. Project staff attends training sessions

4. Project staff attain training objectives

5. Classroom monitoring by building and District supervisory personnel serves as the basis for (supplementary) inservice sessions

B. Material Development Objectives

1. Project staff review District instructional materials

2. Project Director writes material/concept specifications

3. Project staff develop, adapt or adopt materials/ concepts according to specifications

4. Project Evaluator defines needs for program assessment devices

5. Project Evaluator constructs (or supervises construction of) necessary assessment devices

III. INSTRUCTIONAL COMPONENT

A. Mastery of transportation, communication, food marketing concepts objectives

(Product) 1. Project students (grades K-3) demonstrate mastery of major concepts in areas of transportation, communication, food marketing

(Process) 2. Project staff provides field trips in foregoing areas

B. Mastery of career information concepts objectives

(Product) 1. Project students (grades K-3) demonstrate mastery of major concepts in career information areas

(Process) 2. Project staff provides field trips

C. Mastery of oral language skills objectives

(Product) 1. Project students (grades K-3) demonstrate mastery (gains in proficiency) or oral language skills

(Process) 2. Project staff provide field trips and formalized oral language curriculum to students

D. Mastery of reading skills objectives

(Product) 1. Project students (grades 1-3) demonstrate satisfactory level of attainment in reading skills

(Process) 2. Project staff provide field trips, formalized oral language curriculum and locally developed/ defined reading curriculum

C. Project Evaluation

In general, the Project's evaluation design focused upon the assessment of individual Project objectives. Thus, at least one evaluative question was detailed for each objective. The procedure for answering each of the specified evaluative questions was then incorporated into the Project Evaluation Plan (NWREL, July 1972).

It should be noted that Project evaluation was accomplished by means of a contractual agreement with a third party (Audit and Evaluation Section, Northwest Regional Educational Laboratory). The Project Evaluation Plan was jointly developed by the Project staff and members of the NWREL Evaluation Team. Project staff members were responsible for the implementation of the data collection and the data reduction procedures outlined by the Evaluation Plan. The data analysis and reporting functions were carried out by the Evaluation Team members. In addition to the present report, three brief accomplishment reports were produced in behalf of the Project by the Evaluation Team in October 1973, January 1974 and April 1974, respectively. These reports considered the status of objectives scheduled for implementation at the time of each report. The summary of the preceding reports is contained under the section "Project Outcomes."

D. Staffing Summary

During the present year, funds from the Anchorage Borough Title I program were used to obtain the services of a variety of individuals (see Figure 1, Page10). Specifically, program funds provided for:

1. central office staff (.75 FTE)
2. specialists and aides within the program schools and
3. technical assistance and consultation.

Principal duties of each of the Title I staff members and consultants are described below:

The Anchorage Borough School District provided facilities and staff to the Project, and also served as fiscal agent to the program.

The Director of the Division of Program Development, Dr. William Marsh, was responsible for the needs assessment study, which served as a basis for the Project. Dr. Marsh was also instrumental in forming the Project Advisory Council, in preparing the program proposals, in supervising Project operations, in selecting staff, and in selecting and supervising contracted technical assistance.

The Title I Coordinator, Mrs. Gayle De Sautel, was responsible for:

1. Monitoring the program on a weekly basis.
2. Coordinating materials development and staff training.
3. Presiding at Central Parent Council meetings.
4. Implementation of local aspects of program Evaluation Plan.
5. Implementation of the program budget.
6. Preparation of narrative reports required by the SDE.
7. Maintaining liaison with the program technical assistance contractors.

The Central Parent Council, consisted of the eight members. The Council was responsible for reviewing and recommending Title I programs for the entire District. The Council met monthly to review program policies, procedures and activitied. During the past year, the following individuals served on the Council on a regular basis:

Mrs. Sheila Howe
Mr. Earl Mansur
Mrs. Rosemary Rodriquez
Mrs. Cora Tootkaylok
Mr. Cecil Griffin
Mrs. Janice Kuphalt

Each of the Council members had one or more children in the District's Title I schools.

The Responsibilities of the Title I Building Principals included the following:

- Hiring Project staff members within their respective buildings.
- Implementing the general program within each of the four buildings.
- Initiating expenditures of Title I program funds and arranging for the release of staff members when training or materials development activities occurred.
- Meeting with the Project Management team for purposes of program coordination.
- Scheduling staff meetings within each building when necessary.

The following individuals served as Title I Building Principals during the past year:

Kenneth Baker
Willis Williams
Earl Williams
William Tanner

A Title I Oral Language Specialist was employed in three of the Project schools. The OLS was primarily responsible for providing an expanded experiential background to each of the Project students.

Specifically, the OLS developed and implemented the program's concept units in the areas of Food Marketing, Communication, Transportation, and Career Awareness. Each of the concept units was based upon either a classroom experience or a field trip. Most of the work of the OLS consisted of small group or individual instructional activities with Project children. The following individuals served as Oral Language Specialists in the Program:

Dorothy Poore
Pamela Grice
Ruth Marcy

One Title I Reading Specialist was employed at each of the four Project schools. The primary function of the Reading Specialist was to supplement the reading instruction provided by the classroom teachers. The Reading Specialists generally worked with small groups or individual students on a regularly scheduled basis. In general, the Reading Specialist reported the use of DISTAR, Language Master, System 80, Audio Reading Progress Lab and SRA, Palo-Alto, and Merril linguistics materials.

The following individuals served as Reading Specialists in the Program:

Jean Decker
Toni Christensen
Pat Higgs
Ethel Brown
Kay Tenhoff
Diana Lowther

University Year for Action Students: Under the UYA program, students from Alaska Methodist University served as aides within the Program. Specifically, UYA students assisted classroom teachers and the Title I specialists. The assistance was provided on a planned basis within each school.

The students who participated in the program this year are:

Margaret Davidson
Robert Kerns
Phillip Stevens

Home School Coordinator: Major duties of the Home School Coordinators centered about the establishment of communication between the school, the home and the community. In this regard, Home School Coordinators not only worked with individual children and parents, but also established local Parent Councils in each of the Title I schools.

Home School Coordinators during the past year were:

Joel Davis
Barbara Weil
Irmajean Barta
Esther Grimes

Project Aides: The work of the classroom aides entailed the following general duties:

(a) assisting with individual and small group instruction

(b) preparing teaching materials under the direction of the classroom instructor

(c) maintaining records as directed

The following individuals served as aides during the past year:

T-1 Aides

North Star

Barbara Olson
Joseph Anarews
Betty Vogt
Ethel Thomas
Terri Peterson

Denali

Mary Scott
Richard Jones - Susan Snyder
Geneva Penatac
Janice Kuykendall
Bibiana Pezzinik
Margaret Ollstead

Mt. View

Ernestine Barney
Hermina Boukamp
Susan Calihan
Jackie Magwood - Doris Holden
Linda Garrett
Sybil Bingham
Vera Evans

Fairview

Phyllis Bowie - Wilma Price
Britt Ostby
Mindy Fisher
June Macon
Dorothy Smith - Sharon Walters
Therese Sheehan
Marion Hedburg - Willie Evans

Southwest Cooperative Educational Laboratory (SWCEL):

Staff members from the Southwest Cooperative Educational Laboratory provided several types of technical assistance to the Project. Initially, the SWCEL staff provided training in the area of test administration and the use of the SWCEL Oral Language Program. In addition, SWCEL provided training for the Quality Assurance Specialists (QAS) on the staff. Subsequently, SWCEL staff members made three onsite visits and provided test scoring (and interpretation) services to the program.

Northwest Regional Educational Laboratory (NWREL):

Staff members from the Audit and Evaluation Section of the Northwest Regional Educational Laboratory provided technical assistance in the form of third party evaluation services to the Project (see Section C).

E. Training of the Staff

During the past year, a variety of specialized training opportunities was provided to the program staff members. The training program included both preservice and inservice offerings.

The training was staged: (a) locally (i.e., within participating schools), (b) centrally (i.e., with staff members meeting as a total group within the district), and (c) out of state. A summary of Project training activities has been provided in Table II.

TABLE II

PROGRAM STAFF TRAINING SUMMARY

1974 - 75

Type of Training	Location/ Date	Participants	Participant Group	Content/Focus	Trainer/ Procedure
Preservice	Albuquerque August	Coordinator & 3 Quality Assurance Specialists	All QAS Staff	Quality Assurance Training for SWCEL Oral Language Program	SWCEL Staff Using SWCEL Materials
Preservice	Anchorage August	42 Participants: Teachers, Aides, & Specialists from Project Schools	Project Staff Met as a Group	Overview of SWCEL Program and Micro-Teaching Techniques and Practicum.	SWCEL Staff Using SWCEL Materials
Inservice	Anchorage September	Entire Project Staff	Individual Building Groups	1) Overview of SWCEL-OLP 2) Role of QAS 3) Content Test Administration	QAS Staff Using SWCEL Materials
Inservice	Anchorage October	Entire Project Staff	Project Staff Met as a Group	1) Extending OLP throughout the Day 2) Selecting Students for Activities	QAS Staff Using SWCEL Materials
Inservice	Anchorage November	Entire Project Staff	Individual Building Groups	SWCEL Pronunciation and Lexicon Lessons	QAS Staff Using SWCEL Materials
Inservice	Portland December	Project Coordinator	Individual Training Session	Evaluation Workshop	Project Evaluation Using NWREL Training Materials

-Continued-

PROGRAM STAFF TRAINING SUMMARY

Continued

Type of Training	Location/ Date	Participants	Participant Group	Content/Focus	Trainer/ Procedure
Inservice	Anchorage January	Entire Project Staff	Entire Staff Met as a Group	SWCEL Syntax Lesson	QAS Staff Using SWCEL Training Materials
Inservice	Anchorage February	Entire Project Staff	Entire Staff Met as a Group	1) Technique Review 2) Expanding Questioning Techniques (Aides)	QAS Staff Using SWCEL Training Materials
Inservice	Anchorage February	Project Coordinator	Individual Building Groups	Federal Program Administration	State Department of Education
Inservice	Anchorage March	No Meetings Scheduled			
Inservice	Anchorage April	Entire Project Staff	Individual Building Groups	SWCEL Assessment Lesson	SWCEL Staff Using SWCEL Materials
Inservice	Anchorage May	Entire Project Staff	Individual Building Groups	Informal Evaluation Meeting	QAS Staff

F. Chronology of Major Events

In order to facilitate the reader's understanding of Project activities during the past year, a summary of major Project events has been prepared. The summary has been incorporated into Table III.

TABLE III

Chronological List of Major Events

Anchorage Borough School District Title I Program
1973-74

Submission of FY 74 Proposal	May 1, 1973
Activation of Program	July 1, 1973
Quality Assurance Specialist Workshop (SWCEL)	August 6 - 10
Hiring of Teacher Aides	August 13 - 17
OLP Preservice Workshop (SWCEL)	August 20 - 24
Beginning of School	August 29
Testing (SAT and Metropolitan Readiness)	September (first week)
Student Identification/Selection	September (first 3 weeks)
Program Instructional Components All Activated	September 30
NWREL Brief Accomplishment Report #1	October
Formation of Central Parent Council	December 6
State Department of Education Onsite Review	December 10 - 11
Evaluation Workshop at NWREL in Portland	December 13 - 14
NWREL Brief Accomplishment Report #2	January 16 - 18
Federal Programs Workshop	February 19 - 22
Second Quarterly Status Report Submitted to SDE	February 1
Student Needs Survey Conducted (FY 75)	February
Planning and Writing of Proposal (FY 75)	February - June

TABLE III (Continued)

Summer School Proposal Submitted	April 1
NWREL Brief Accomplishment Report #3	April 8 - 10
FY 75 Proposal Submitted to SDE	May 1
Third Quarterly Status Report Submitted to SDE	May 1
USDE and SDE Onsite Review	April 30 - May 1
Final NWREL Evaluation Report	June 12 - 14
SWCEL Technical Assistance Visits	November 6 - 8, February 20 - 22, and May 22 - 23

IV

PROJECT OUTCOMES

The results of the program's first year of operation fall into four categories. The first category is the impact that the program has had upon the children who were involved. The second category consists of program outputs, that is, "self-standing," processes or documents which can be used by individuals in other settings. The third category focuses on the insights which the staff have developed as a result of operating the program for a year. The last category is represented by the attainment or nonattainment of Project objectives. In the sections which follow, each of these categories of results will be detailed.

A. Effects of Program on Target Population

Within this category of results, three varieties of data have been collected from Project students. These data are derived from student performance in three areas, i.e., performance on the four concept area tests, performance on the SWCEL Oral Language Test and performance on standardized reading tests. In the paragraphs which follow, summaries of the findings in each of these performance areas will be presented. In order to simplify the presentation of data in each area, a topical approach to the display of data has been adopted. In particular, key issues within each performance area will be identified and the data relevant to each issue will be presented.

1. STUDENT PERFORMANCE IN THE FOUR CONCEPT AREAS

a. The Number of Students Tested: During the past year, major activities of the program centered about four concept areas; these areas were: Food Marketing, Communications, Transportation and Career Awareness. Instructional activities within each of these areas were based upon locally developed lessons. In general, the 41 lessons which were produced by the project staff during the past year focused on field trip experiences.

Assessment of student performance in the four concept areas was accomplished by means of four oral tests. The tests were initially developed during the year and were tried out in the winter term. Subsequently, the tests were revised and were administered on a sampling basis during the spring term. A sampling basis was adopted due to the amount of time required to administer the tests on an individual basis. Within the sampling plan, participating students in each Project classroom were randomly assigned to one of three groups. Subsequently, two tests (the career area test and one other) were individually administered to the students. A summary of the number of Project children to whom tests were administered is provided in Table IV.

TABLE IV

NUMBER OF PROJECT CHILDREN
WHO WERE TESTED IN EACH CONCEPT AREA

	CONCEPT AREAS			
GRADE	Food	Communication	Transportation	Career Awareness
K	17	15	14	46
1	14	16	13	43
2	14	17	22	53
3	15	14	14	43

b. The Number of Students Who Achieved the Objective: Specific performance objectives in the concept areas called for 75 percent of the students to respond correctly to 90 percent or more of the items in the areas of food, transportation and communication. The objective further called for 80 percent of the students to respond correctly to career awareness items. In Figures 2-17, the percentage of students in grade levels K-3, who responded at various levels of performance on the concept tests is portrayed. In addition, the percentage of students who met or exceeded the criterion level is also presented.

A review of Figures 2-5, reveals that 19-, 21-, 64- and 87 percent of the children in grades K-3, respectively, achieved the criterion level on the test dealing with food marketing. With respect to the communications test, zero percent, 38-, 47- and 50 percent of the respondents in grades K-3, respectively, performed successfully. Relative to the test dealing with transportation, the attainment figures for children in grades K-3, were: seven percent, 38-, 64- and 71 percent, respectively. At this point, two trends seem evident: first, the percentage of children who attain the criterion on these three tests generally increases at each successive grade level. This, then, implies that a maturational variable is operating. Stated differently, test items which represent a challenge to the Kindergarten child may not be a challenge to the third grade child. This suggests that a hierarchy of concepts in each of the areas might prove useful in organizing the lesson plan material.

A review of Figures 14-17, indicates that 27 percent of Kindergarten children, 12 percent of the first grade children, four percent of the second grade children and 37 percent of the third grade children achieved mastery in the area of career information. It should be noted that "soft" and "semi-soft" rules were applied in scoring the responses of the children in grades K and 1. Thus, comparisons of the relative performance of children in various grade levels is not entirely appropriate for these data. The soft and semi-soft rules for scoring, incidentally, were brought about because of the legitimate concern of teachers that the younger children were not at the level which would permit them to verbalize as well as the older children. Hence, the soft scoring rules called for the awarding of credit for a response which was descriptive of a role task rather than a role label.*

The percentage of children who achieved the objective at each grade level, regardless of the scoring procedures is not high. Thus, a thorough reconsideration of the concept areas, as well as the supporting instructional procedures is recommended.

---

* For example, in response to the question, "What is a job you could have if you worked at an airport?", a Kindergarten child would be accorded full credit if he responded, "take tickets." A third grade child, however, would be expected to respond with a job name or label (Ticket Agent).

Distribution of Student Attainment
Total Scores on Food Marketing Items
1973-74

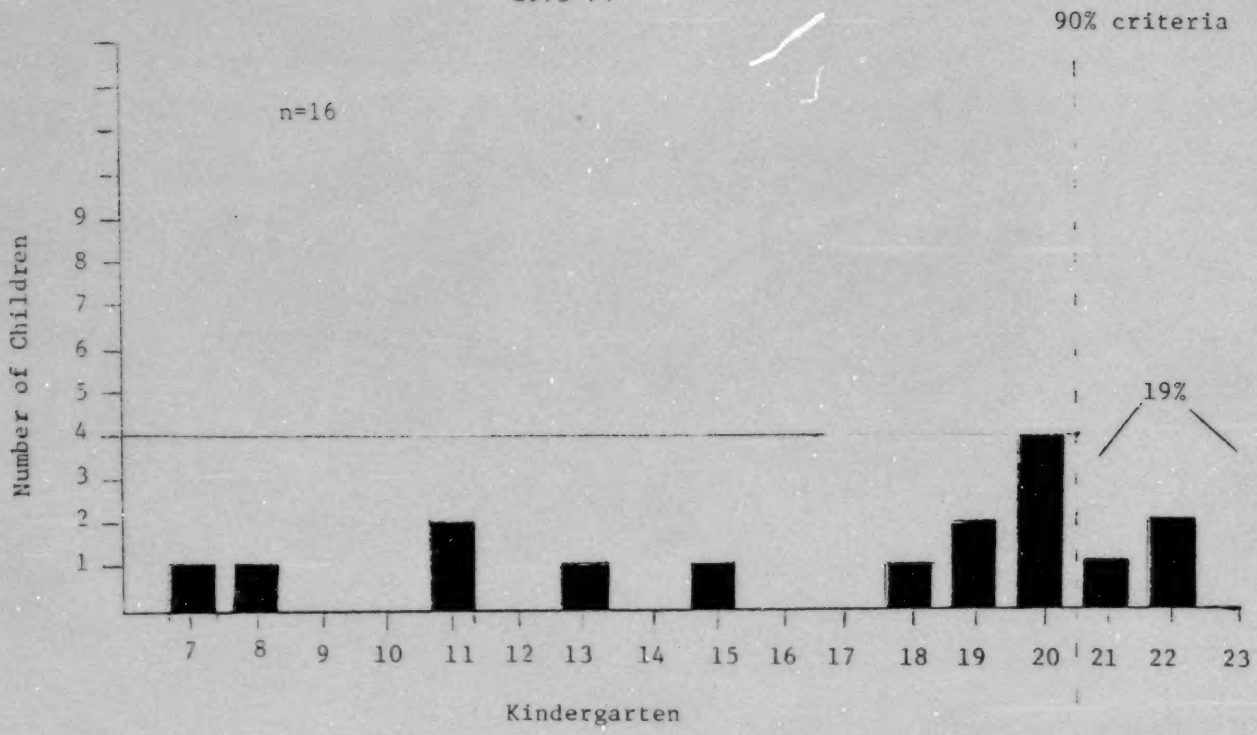


FIGURE 2

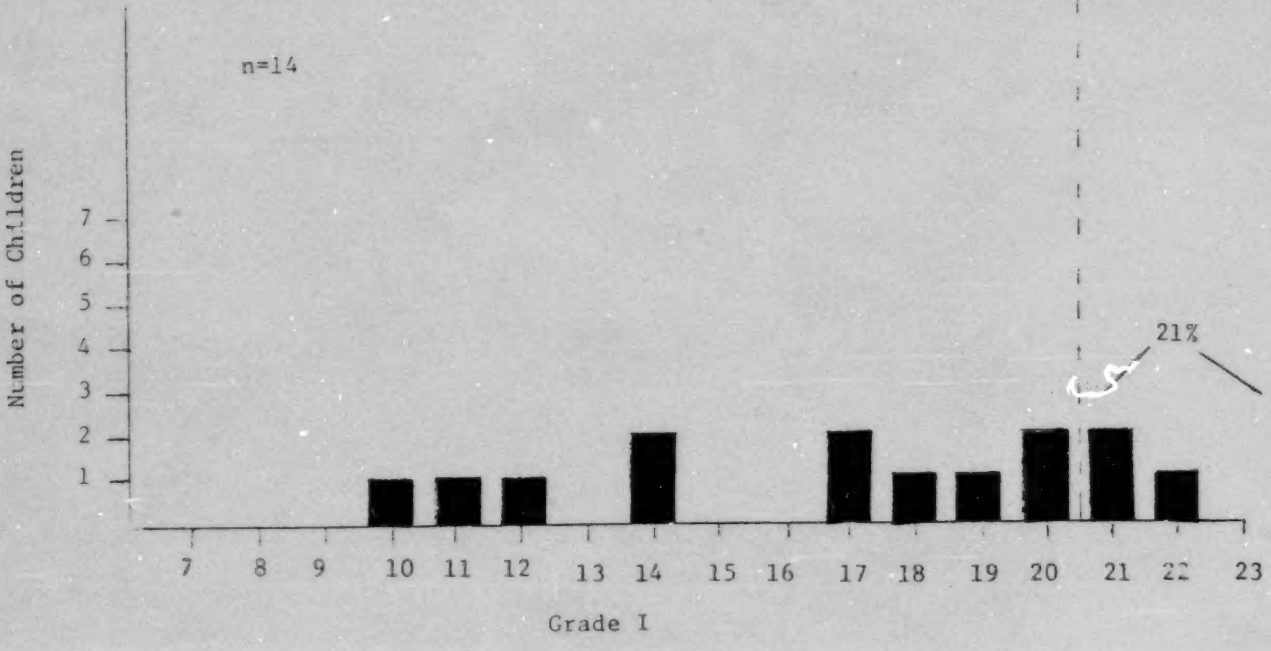


FIGURE 3

Distribution of Student Attainment
Total Scores on Food Marketing Items
1973-74

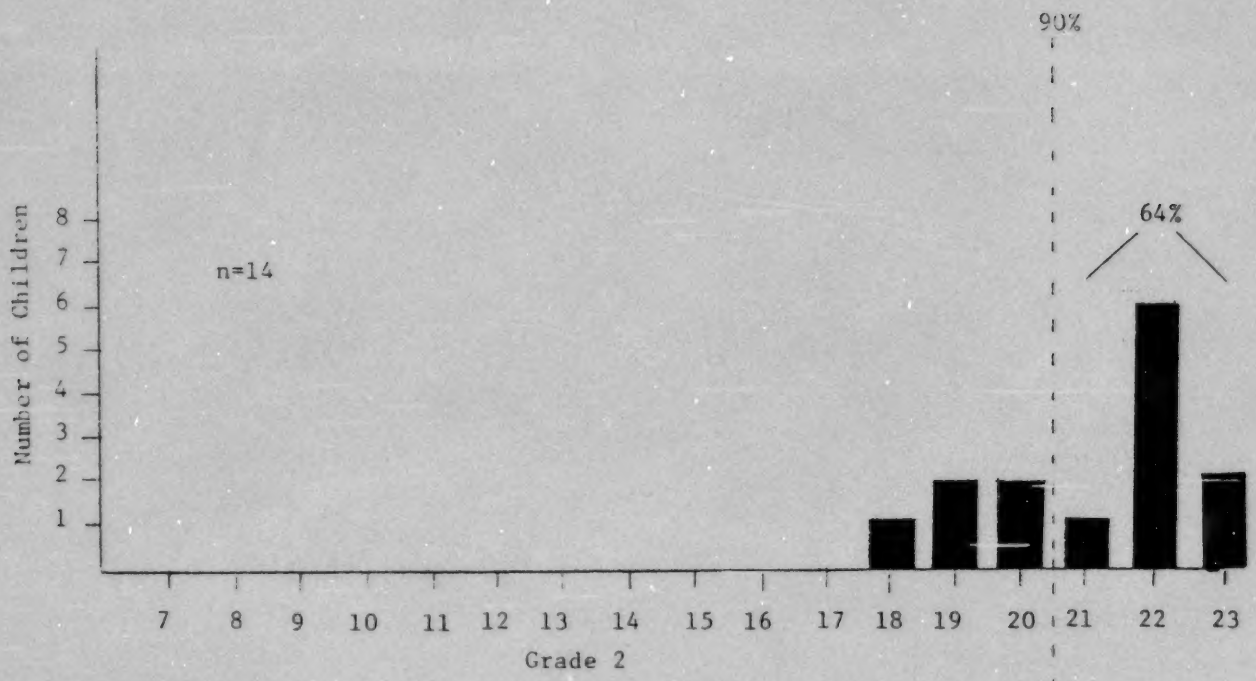


FIGURE 4

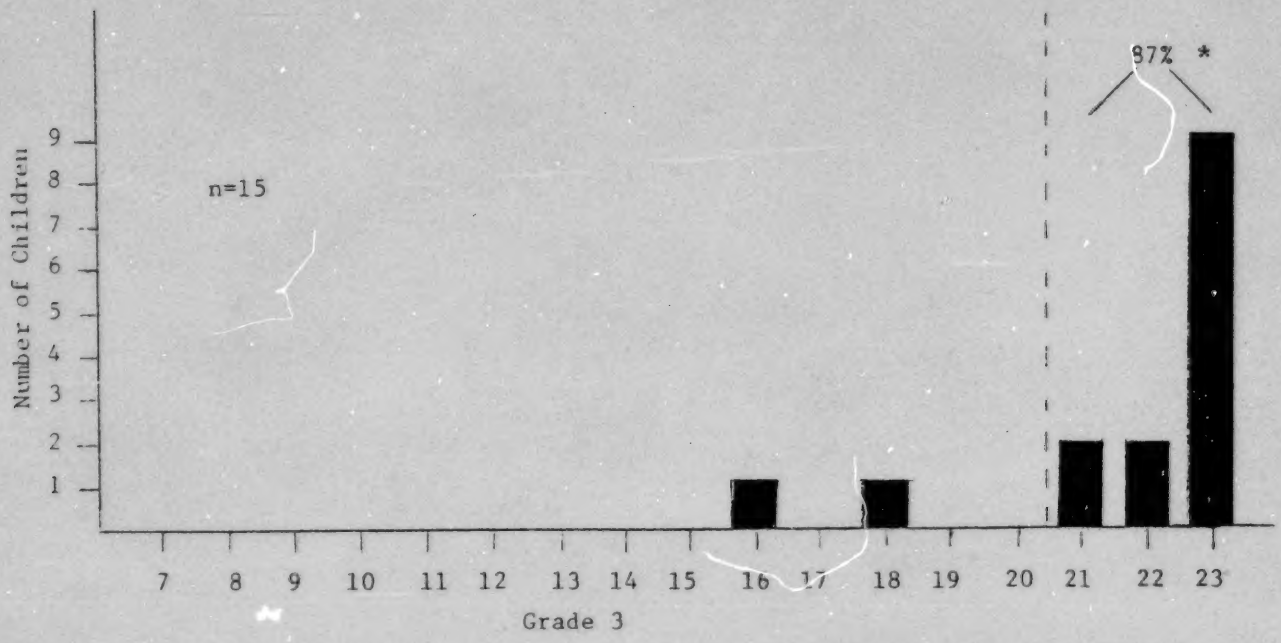


FIGURE 5

* objective achieved for 3rd grade students

Distribution of Student Attainment
Total Scores on Communication Items
1973-74

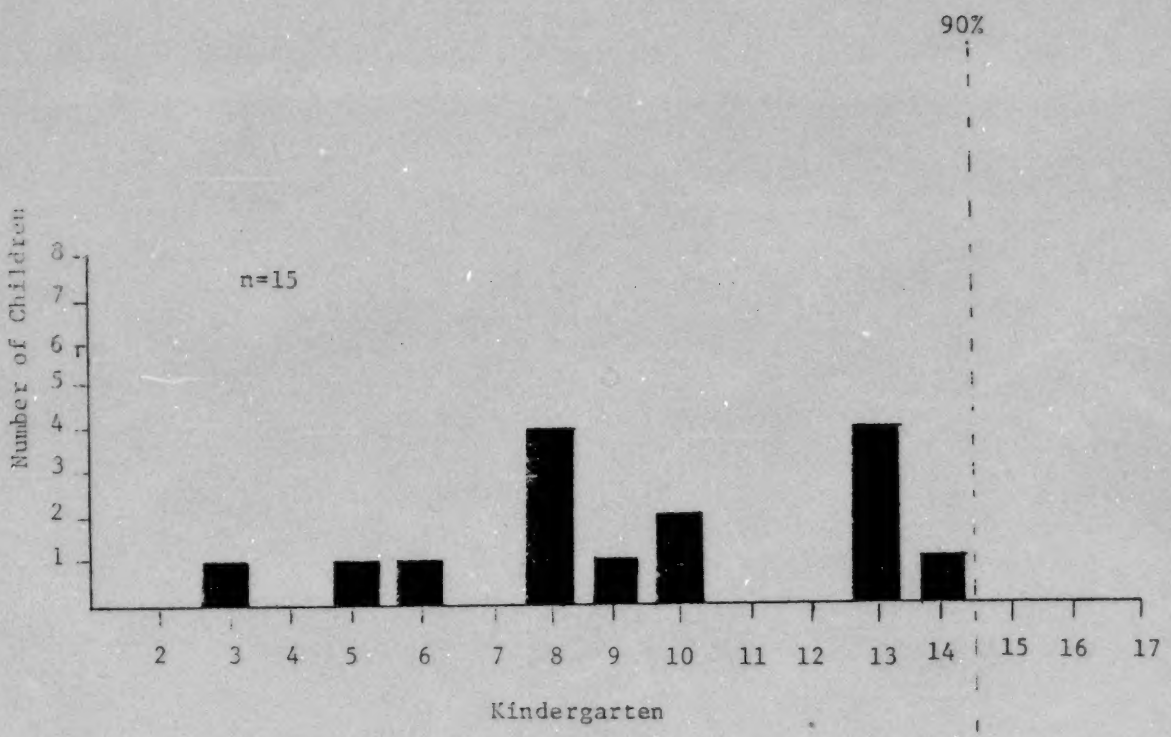


FIGURE 6

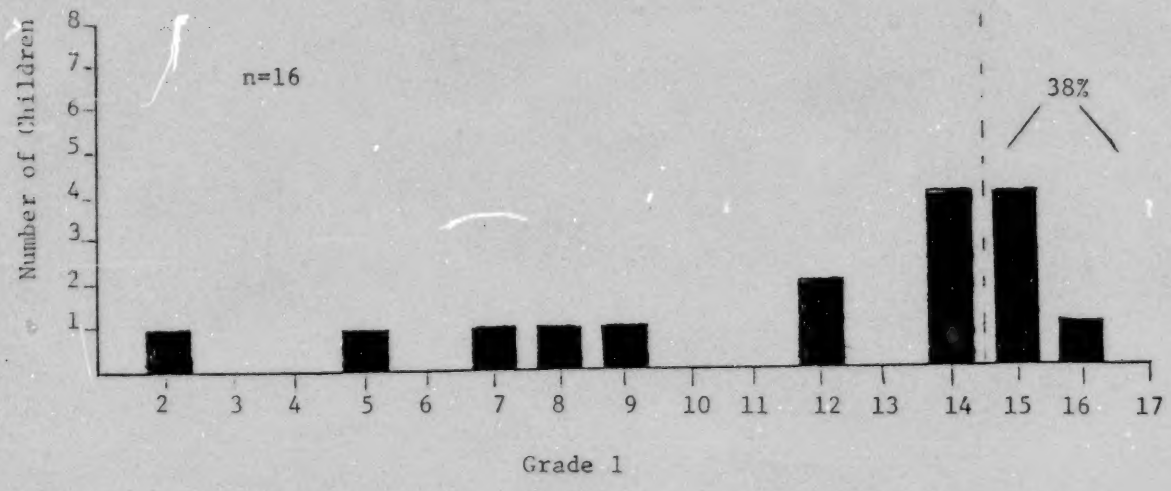


FIGURE 7

Distribution of Student Attainment
Total Scores on Communication Items
1973-74

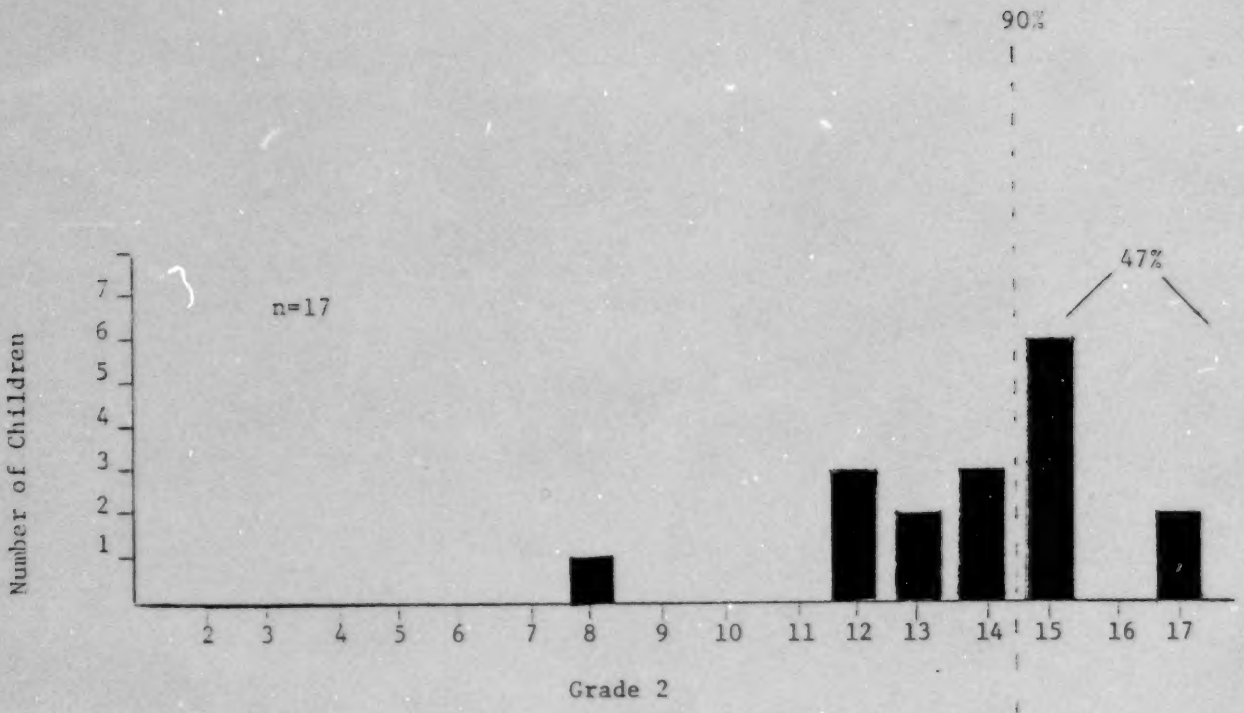


FIGURE 8

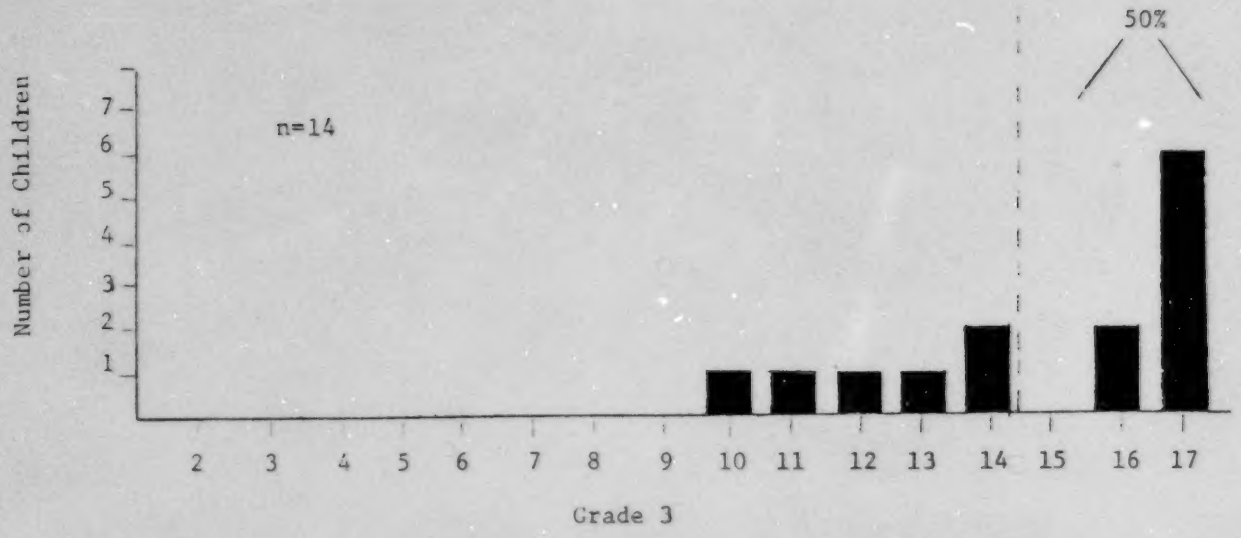


FIGURE 9

Distribution of Student Attainment

Total Scores on Transportation Items
1973-74

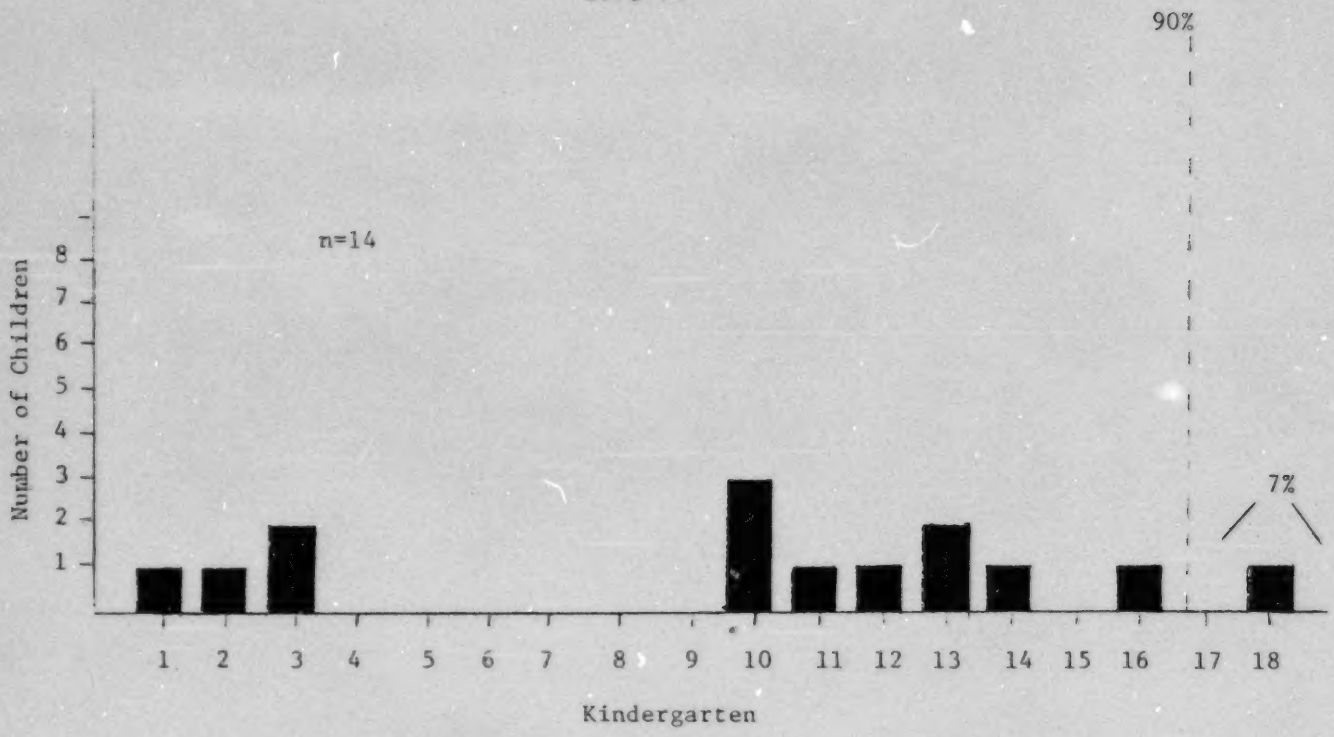


FIGURE 10

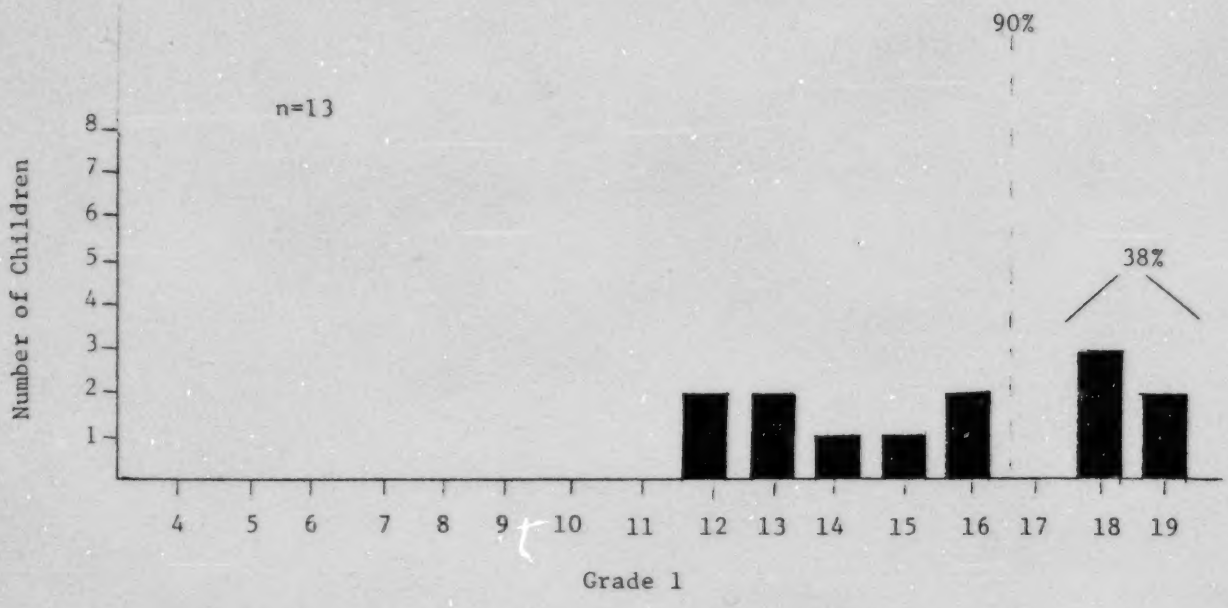


FIGURE 11

ANCHORAGE FIGURES 12-13

Distribution of Student Attainment
Total Scores on Transportation Items
1973-74

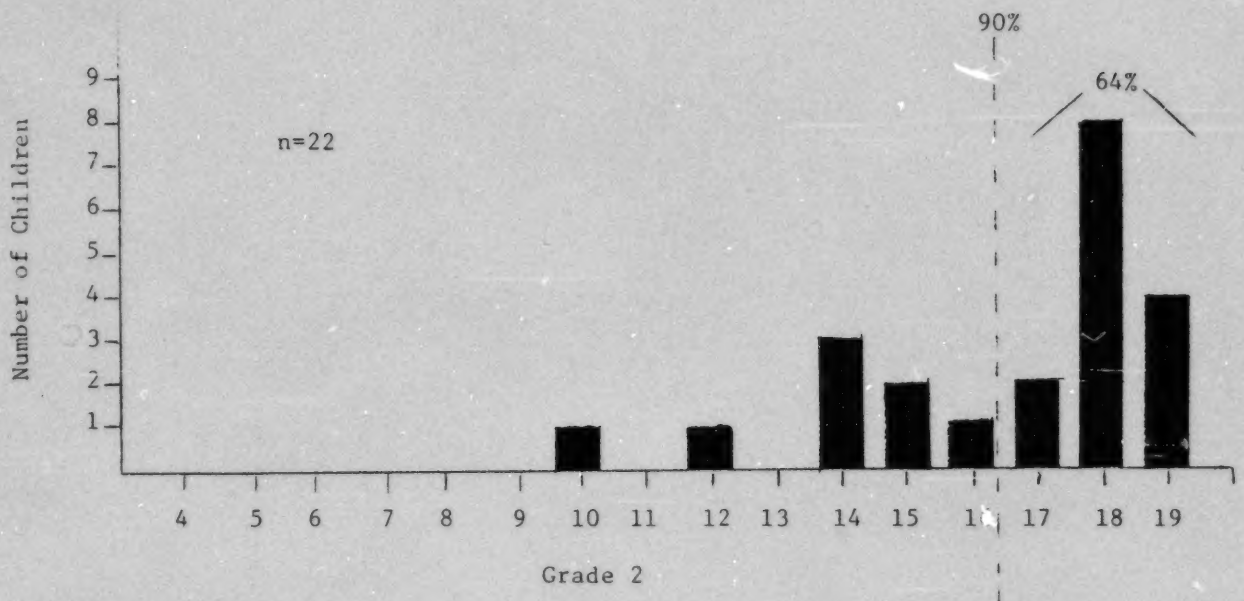


FIGURE 12

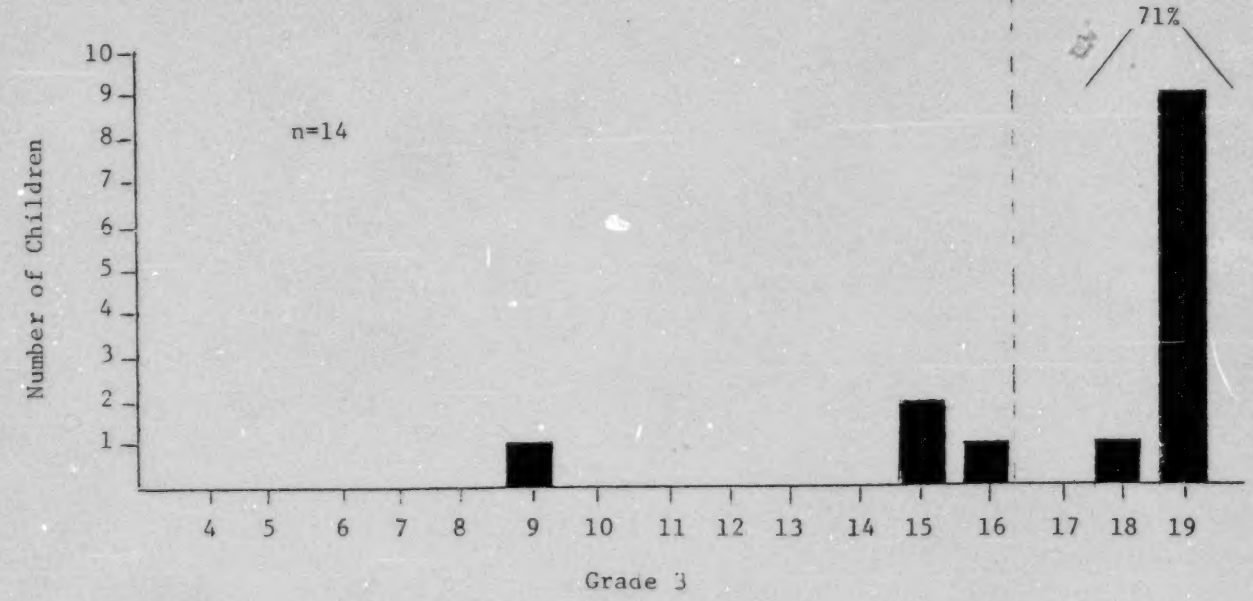


FIGUre 13

ANCHORAGE FIGURES 14-15

Distribution of Student Attainment
Total Score on Career Information
1973-74

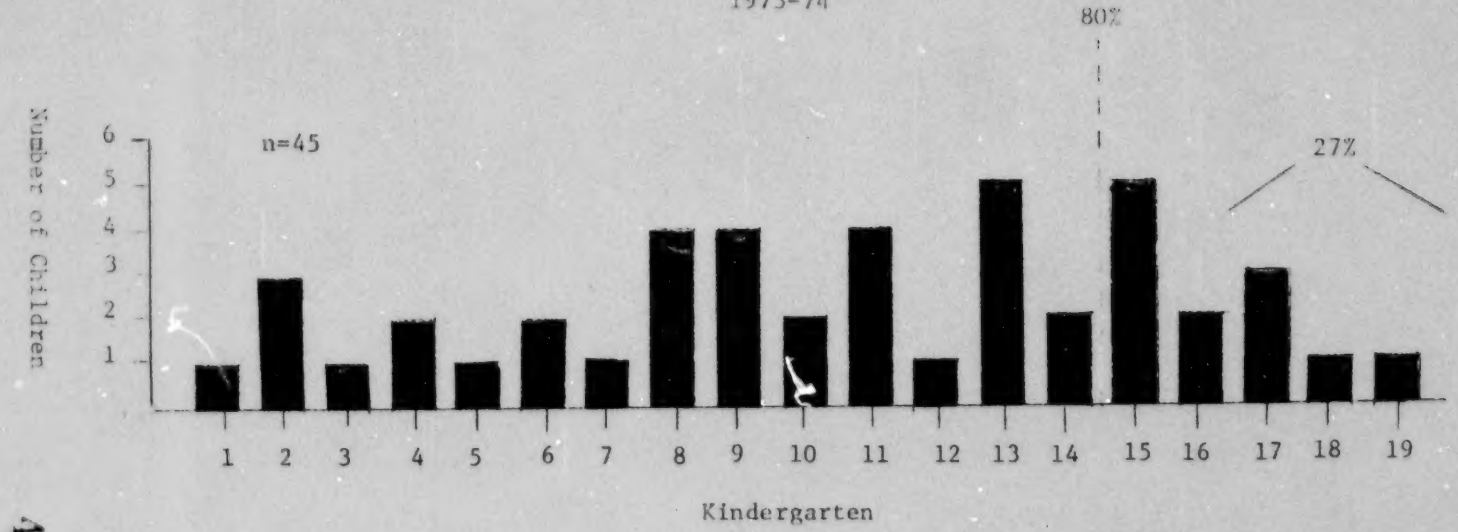


FIGURE 14

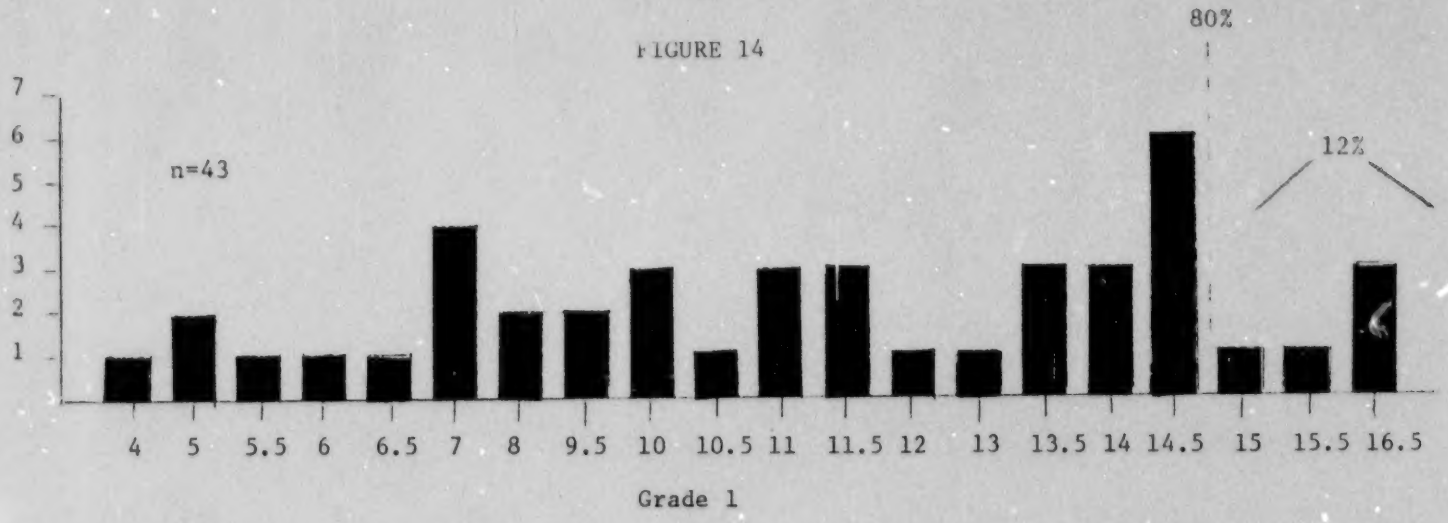


FIGURE 15

ANCHORAGE FIGURES 16-17

Distribution of STudent Attainment
Total Score on Career Information
1973-74

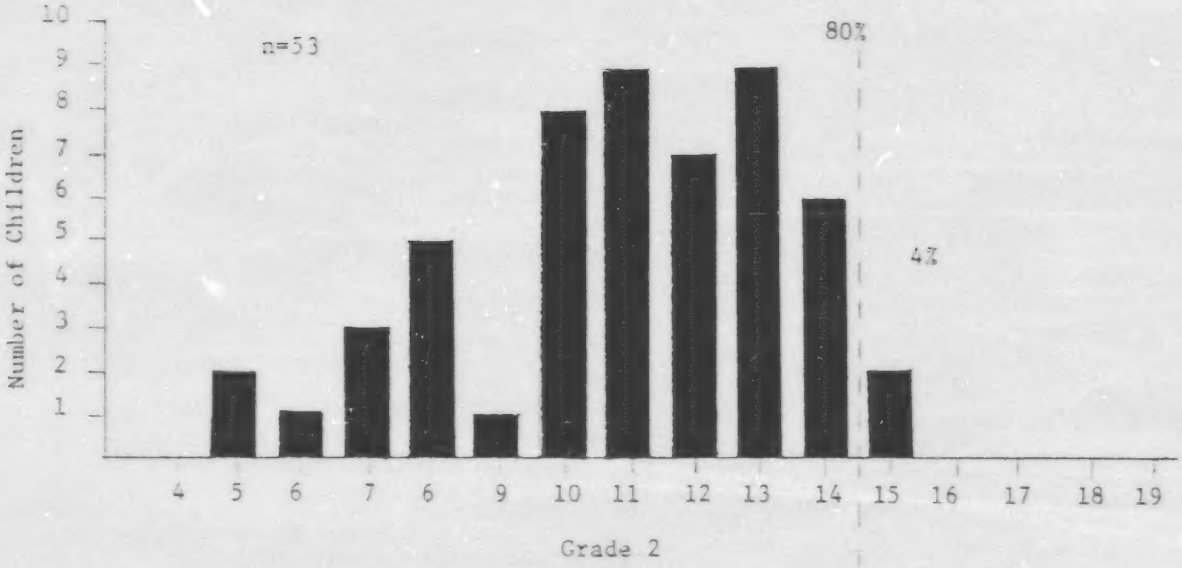


FIGURE 16

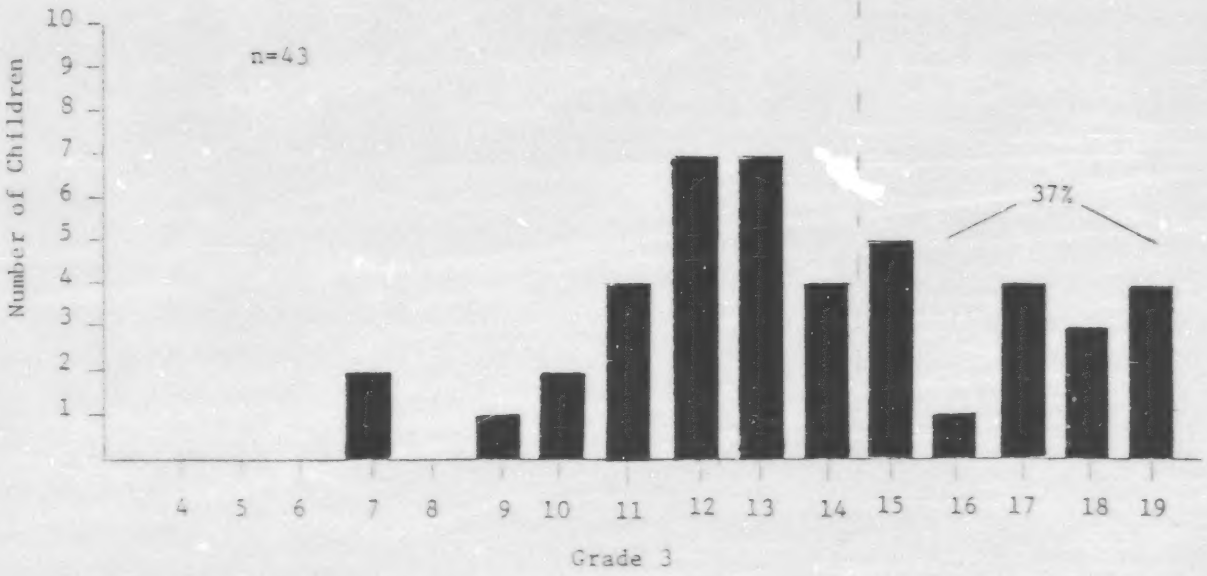


FIGURE 17

c. The Average Attainments of Project Students on the Four Concept Tests: In addition to tabulating the number of children who attained the mastery level of each concept test, another analysis is afforded by examination of the average attainment of children on the test. In Table V the number of items on each test and the average percent correct (per grade level) is presented. The average grade three performance on the food marketing test, for example, was 95 percent correct responses. On the other hand, the average percent of correct responses by the Kindergarten children to the 17 communication items was 55 percent. Again, the figures in Table V indicate successively higher performance at each grade level. Thus, the question is raised: Are the test items sufficiently challenging to the older children? Staff consideration of this issue is recommended.

TABLE V

AVERAGE PERFORMANCE OF PROJECT CHILDREN ON CONCEPT TESTS

	FOOD n = 23		COMMUNICATION n = 17		TRANSPORTATION n = 19		CAREER AWARENESS n = 19	
GRADE	# of Children	% Mean Attained	# of Children	% Mean Attained	# of Children	% Mean Attained	# of Children	% Mean Attained
K	17	73%	15	55%	14	51%	46	55%
1	14	73	16	65	13	78	43	57
2	14	92	17	82	22	84	53	87
3	15	95	[illegible]	87	14	92	43	72

d. The Difficulty Level of Specific Test Items: Specific areas in which children encountered difficulty (as well as ease) in responding to the tests is provided in Tables VIa-d. Specifically, the percentage of children who responded incorrectly to each test item is provided in Tables VIa-d.

As evidenced in Tables VIa-d, most items follow the trend of being more difficult for the younger children than for older children. For example, Item number 17 on the food marketing test was missed by 31 percent of the Kindergarten students, 12 percent of the first grade students, six percent of the second grade students and by none of the third grade students. These findings again suggest organization of the curriculum along hierarchical lines may be fruitful. The data presented in Tables VIa-d also suggest particular areas where additional curriculum instructional support is needed.

ANCHORAGE

TABLE VIa
Item Analysis: Concept Test
Percentage of Children Who Responded Incorrectly
On Food Marketing Items
1973-74

Item	Percentage Wrong by Grade Level			
	K	I	II	III
	n = 16	n = 14	n = 14	n = 15
1	--	--	--	--
2	25%	6%	--	--
3	38%	12%	--	13%
4	25%	43%	6%	13%
5	6%	--	--	--
6	38%	12%	12%	--
7	6%	--	--	--
8	6%	--	--	--
9	25%	--	12%	--
10	25%	36%	12%	13%
11	13%	6%	--	7%
12	31%	18%	6%	7%
13	38%	50%	12%	7%
14	19%	24%	--	--
15	6%	--	--	--
16	13%	6%	--	--
17	31%	12%	6%	--
18	19%	24%	--	--
19	38%	43%	--	7%
20	50%	71%	6%	13%
21	31%	64%	18%	--
22	56%	64%	24%	7%
23	100%	93%	50%	27%

ANCHORAGE

TABLE VIb

Item Analysis: Concept Test

Percentage of Children Who Responded Incorrectly

on Communication Items

1973-74

Item	Percentage Wrong by Grade Level			
	K	I	II	III
	n = 15	n = 16	n = 17	n = 14
1	20%	19%	6%	--
2	47%	31%	6%	6%
3	80%	50%	24%	18%
4	47%	38%	29%	6%
5	87%	69%	59%	24%
6	47%	25%	6%	12%
7	33%	19%	6%	6%
8	40%	38%	12%	6%
9	--	13%	--	--
10	27%	13%	18%	6%
11	60%	31%	24%	12%
12	20%	19%	18%	--
13	67%	38%	29%	24%
14	33%	38%	12%	--
15	20%	13%	6%	12%
16	47%	19%	24%	18%
17	73%	44%	41%	26%

ANCHORAGE

TABLE VIc

Item Analysis: Concept Test

Percentage of Children Who Responded Incorrectly

on Transportation Items

1973-74

Item	Percentage Wrong by Grade Level			
	K	I	II	III
	n = 14	n = 13	n = 22	n = 14
1	29%	--	5%	--
2	50%	--	9%	5%
3	86%	15%	18%	11%
4	36%	15%	5%	--
5	36%	31%	9%	5%
6	71%	54%	23%	11%
7	71%	23%	9%	5%
8	93%	46%	32%	16%
9	36%	8%	5%	--
10	64%	23%	14%	11%
11	7%	--	--	--
12	7%	--	--	5%
13	50%	15%	14%	11%
14	43%	15%	--	5%
15	64%	23%	23%	11%
16	21%	--	--	--
17	43%	8%	18%	5%
18	64%	31%	55%	16%
19	50%	31%	5%	5%

ANCHORAGE
TABLE VId
Item Analysis: Concept Test
Percentage of Children Who Responded Incorrectly
on Career Information
1973-74

Item	Percentage Wrong by Grade Level			
	K	I	II	III
	n = 46	n = 43	n = 53	n = 43
1	49%	28%	34%	9%
2	40%	77%	74%	60%
3	22%	19%	4%	2%
4	60%	42%	13%	2%
5	36%	77%	79%	58%
6	64%	98%	81%	72%
7	22%	63%	81%	53%
8	51%	86%	74%	44%
9	80%	84%	85%	56%
10	16%	2%	4%	2%
11	22%	14%	4%	5%
12	42%	40%	19%	9%
13	78%	70%	43%	30%
14	38%	77%	72%	42%
15	71%	93%	70%	58%
16	4%	--	4%	--
17	53%	44%	13%	7%
18	29%	12%	2%	--
19	69%	60%	28%	12%

2. STUDENT ATTAINMENT ON THE SWCEL ORAL LANGUAGE TEST

a. The Number of Children Who Gained At Least 30 Points on the SWCEL Oral Language Test: The SWCEL test was administered on a pre basis to all Title I children (grades K-1)during the fall term. In addition, Project teachers and specialists made judgments regarding the language capability of each child who was tested. Due to the delayed return of the pretest results, Project children were selected for participation in the SWCEL Oral Language Program on the basis of staff judgments.

The Project objective relating to performance on the SWCEL test calls for a 30-point gain between pre and posttests for 80 percent of the participants. In order to permit comparisons, the pre and post performances of 84 control group students were also obtained. The control group was comprised of nonTitle I children in grades K-1 in the North Star Elementary School. A summary of student gains on the SWCEL test is presented in Table VII.

As indicated in Table VII, 53 percent of the Kindergarten children and 64 percent of the first grade children achieved gains of 30 or more points. In contrast, the control group children achieved gains of only eight percent and 11 percent (grades K and 1, respectively). The proportion of Project children who gained at least 30 points was significantly greater than that of the control children (Oppenheim test, $p < .05$), at both the Kindergarten and first grade level.

TABLE VII

PERCENTAGE OF CHILDREN ACHIEVING 30-POINT SWCEL GAIN

GRADE	Total Number Children	Number Children With 30-Point Gain	Percent Children With 30-Point Gain
Kindergarten:			
Target Group	49	26	53% *
Control Group	38	3	8%
First Grade:			
Target Group	74	47	64% *
Control Group	46	5	11%

* Difference in percent is significantly different at the .05 level. (Oppenheim Test, 1966)

b. The Average Performance of Project and Control Students on the SWCEL Test: While the proportion of children who gained the minimal number of points on the SWCEL test is pertinent, it does not by itself provide a complete overview of student attainments on the SWCEL tasks. Another way of reviewing group performances is to examine the means of the various groups on pre and posttests and to determine if significant differences exist between various group means. Tables VIIIa and VIIIb provide just such a summary.

In Tables VIIIa and b, the mean performance of each classroom group of Project children, i.e., those participating in SWCEL for the entire year, and each classroom group of control children is presented. In addition, near the bottom of each table the total group means are presented and statistical tests have been summarized.

The major findings presented in Tables VIIIa-b are these:

- both Project and control groups (K and 1) demonstrated a statistically significant improvement in their performances between pre and posttests.

- based upon comparisons of pretest performance, the control students represented robust comparison groups. Specifically, the Kindergarten control students are not found to differ statistically on the basis of the pretest from their Project counterparts. However, the first grade control students performed at a higher level on the pretest than did the first grade Project students. This means (at least for the first grade Project students) that in order to demonstrate an absolute superiority in performance on the posttest, a substantial deficit would have to be made up and then additional gains would have to be demonstrated.

- comparison of the posttest performance of the Project and control students reveals that the Project students (Kindergarten level) performed at a level which was significantly higher than that of the controls. That is, the two groups began the year at essentially the same level, but the Project students performed in a manner on the posttest which was significantly better than that of the controls.

- comparison of the posttest performance of the Project and control students (first grade level) reveals that the Project students performed at a level which was significantly higher than that of the controls. Thus, the Project children made gains which: (1) overcame an earlier deficit and (2) which resulted in a superior level of performance.

TABLE VIIIa

Pre and Posttest Means and Standard Deviations
on the SWCEL Test of Oral English Production (Kindergarten)
1973-74

Group		Pretest	Posttest
Control 1	n = 22	Mn = 118.32 S.D. = 25.33	Mn = 125.82 S.D. = 21.18
Control 2	n = 16	Mn = 108.25 S.D. = 27.48	Mn = 119.13 S.D. = 30.66
Project 1	n = 9	Mn = 99. S.D. = 22.15	Mn = 106.78 S.D. = 14.73
Project 2	n = 16	Mn = 101.63 S.D. = 22.43	Mn = 137.63 S.D. = 23.42
Project 3	n = 10	Mn = 99.6 S.D. = 32.24	Mn = 149.6 S.D. = 33.01
Project 4	n = 14	Mn = 119.43 S.D. = 25.08	Mn = 145.93 S.D. = 25.43
Total Control	n = 38	Mn = 114.08 S.D. = 26.38	Mn = 123.0 S.D. = 25.43
		Pre vs. Post: t = 3.2446* df = 37	
Total Project	n = 49	Mn = 105.81 S.D. = 26.09	Mn = 136.78 S.D. = 28.54
		Pre vs. Post: t = 10.4217* df = 48	

Project vs. Control:	Pre	Post
	t = 1.46 df = 85	t = 2.34* df = 85

* $p < .05$

TABLE VIIIb

Pre and Posttest Means and Standard Deviations
on the SWCEL Test of Oral English Production (Grade 1)
1973

Group		Pretest	Posttest
Control 1	n = 12	Mn = 130.08 S.D. = 19.92	Mn = 146.75 S.D. = 13.87
Control 2	n = 9	Mn = 129.33 S.D. = 25.12	Mn = 137 S.D. = 17.51
Control 3	n = 12	Mn = 137.5 S.D. = 24.21	Mn = 148.67 S.D. = 24.37
Control 4	n = 13	Mn = 138.31 S.D. = 17.59	Mn = 149.38 S.D. = 22.45
Project 1	n = 12	Mn = 116.75 S.D. = 20.22	Mn = 149.83 S.D. = 23.46
Project 2	n = 8	Mn = 114.13 S.D. = 27.8	Mn = 138.75 S.D. = 24.77
Project 3	n = 16	Mn = 130.13 S.D. = 24.94	Mn = 161.31 S.D. = 26.03
Project 4	n = 17	Mn = 135.53 S.D. = 19.83	Mn = 174.59 S.D. = 14.76
Project 5	n = 3	Mn = 131.33 S.D. = 19.74	Mn = 154.67 S.D. = 17.95
Project 6	n = 8	Mn = 126.88 S.D. = 16.58	Mn = 172.25 S.D. = 11.87
Project 7	n = 4	Mn = 116. S.D. = 25.15	Mn = 147.25 S.D. = 12.61
Project 8	n = 6	Mn = 114.67 S.D. = 33.50	Mn = 142.83 S.D. = 16.83
Total Control	n = 46	Mn = 134.13 S.D. = 21.57	Mn = 146.09 S.D. = 20.07 t = 5.37* df = 45
Total Project	n = 74	Mn = 125.15 S.D. = 23.66	Mn = 150.72 S.D. = 23.29 t = 16.18* df = 73

Project vs. Control:	Pre	Post
	t = -2.09*	t = 3.04*
	df = 118	df = 118

p < .05

c. Percentage of Students who Scored 130 Points or More on the SWCEL Tests: Within the SWCEL Oral Language Program, children are classified according to their ability to use language appropriately. The SWCEL test, in fact, provides the basis for such classifications. A key area within the range of possible scores on the SWCEL test is the 130 point level. According to the current operating procedures, children who score below this point are recommended for inclusion into the SWCEL instructional program.

Critical questions for the Project then become: How many of the Project children are above this level when they begin and how many are above this level when they have finished a year's instruction? Another question is: what happens to the language performance of children who are not provided with the SWCEL program?

Answers to these questions are provided in Table IX. In Table IX the percentage of students in both Project and control groups who exceeded the critical level on both pre and posttests are presented. Examination of the two sets of control groups (K and 1) indicates that without SWCEL instruction a gain of nine percent and 28 percent in students scoring above the critical level occurred. On the other hand, the two Project groups (K and 1) contained 45 percent and 56 percent more children above the critical level at the time of the posttest. These findings would seem to indicate that the language performance of the nonTitle I children improved somewhat without the SWCEL program, but that use of the SWCEL program accelerated the growth of language performance to a considerable extent.

TABLE IX

Percentage of Students Who Scored 130 or More
on Pre and Post SWCEL Test
1973-74

Kindergarten	Total N	Percentage 130 + Pretest		Percentage 130 + Posttest	
Control 1	22	(5) 23%		(11) 50%	
Control 2	16	(3) 19%	Total = 38%	(6) 38%	Total = 45%
Project 1	9	(1) 11%		(0) 0	
Project 2	16	(0) 0		(12) 75%	
Project 3	10	(2) 20%		(8) 80%	
Project 4	14	(5) 38%	Total = 16%	(12) 86%	Total = 61%
Grade I					
Control 1	12	(4) 33%		(9) 75%	
Control 2	9	(4) 44%		(6) 67%	
Control 3	12	(8) 67%		(9) 75%	
Control 4	13	(7) 54%	Total = 50%	(12) 92%	Total = 78%
Project 1	12	(2) 17%		(10) 83%	
Project 2	8	(2) 25%		(6) 75%	
Project 3	16	(6) 38%		(15) 94%	
Project 4	17	(10) 59%		(17)100%	
Project 5	3	(2) 67%		(3)100%	
Project 6	8	(2) 25%		(8)100%	
Project 7	4	(1) 25%		(4)100%	
Project 8	6	(2) 33%	Total = 36%	(5) 83%	Total = 92%

d. Gains and Losses on the SWCEL Oral Language Test: As indicated in earlier paragraphs, both Project and control children made notable gains in their performance on the SWCEL Oral Language Test. While this statement is generally true, there were instances in which the scores of children declined from the pretest to the posttest. A summary of both the gains and losses evidenced by Project and control children is presented in Figure 18.

As noted in Figure 18, the gains made by both the Project and control students easily outweighed the losses. In addition, the gains made by the Project children (both K and Grade 1) were greater than the gains made by the control children. On the other hand, approximately five Project children in the Kindergarten and four Project children in the First Grade evidenced a lower level of performance on the posttest than on the pretest. Such losses are difficult to explain in light of the concentrated instruction which was provided to these children over the course of the year. However, at least three possibilities exist:

(1) the pretests overestimated the initial performance of the children (or the posttest underestimated the final performance)

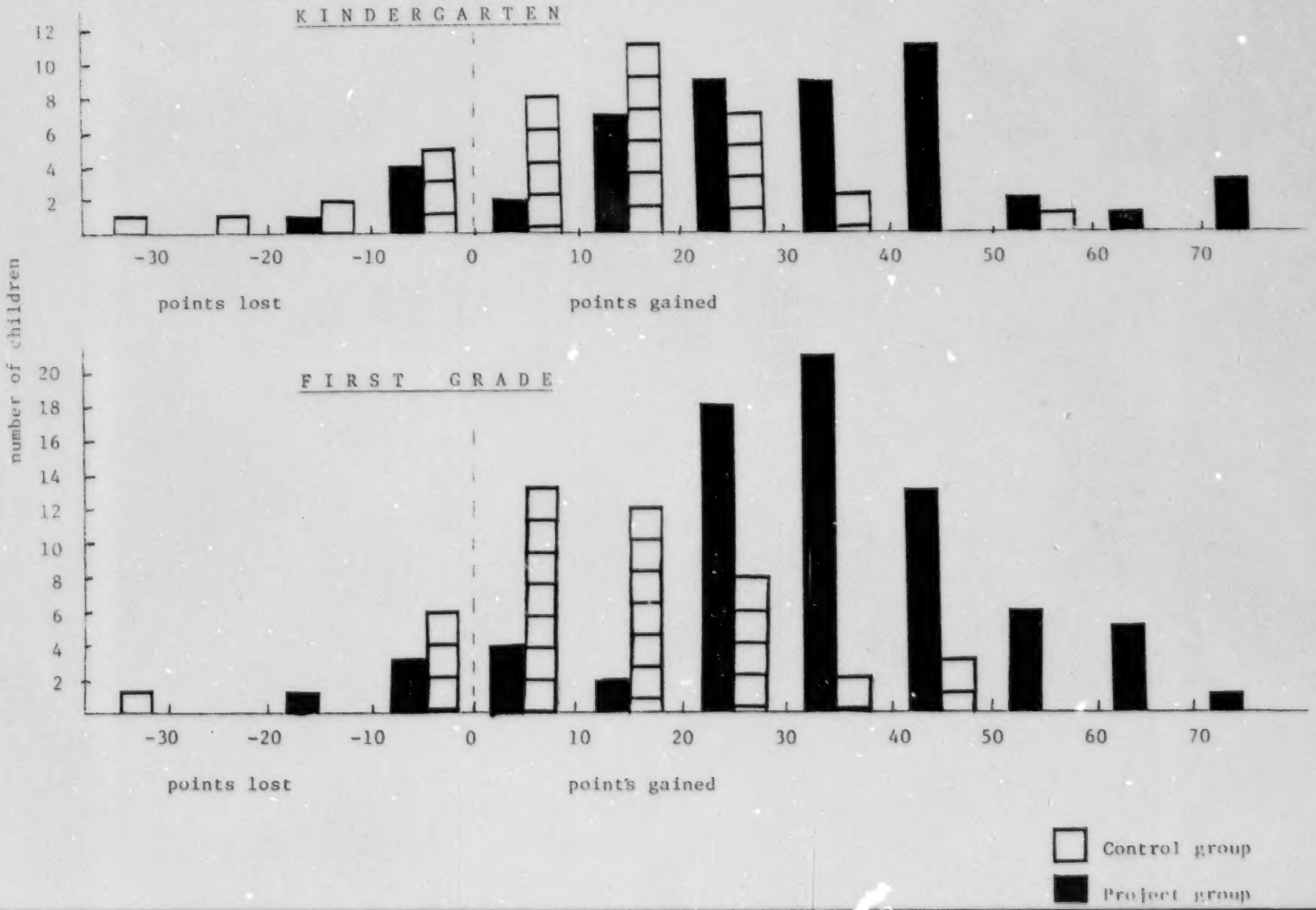
(2) the instruction was not provided to the extent (or in the manner) that the monitoring records indicate

(3) the instruction is not uniformly beneficial to all Project students.

In terms of explanatory facts, a review of those instances in which losses were observed indicates that: two of five losses at the Kindergarten level and three of four losses at the First Grade level (or a total of 56% across two grade levels) were associated with children who scored at or above the 130 point level of the pretest. This then suggests that a regression effect may be in operation. That is, in over half the cases where Project children recorded lower scores on the posttest then on the pretest, the initial test scores were relatively high.

FIGURE 18

Summary of Differences Between Pre and Post Administrations of the SWCEL Oral Language Test for Project and Control Group Children



3. THE PERFORMANCE OF PROJECT CHILDREN ON STANDARDIZED READING TESTS

Improved reading performance is a major thrust of the present project. In fact, much of the instructional activity devoted to the acquisition of basic concepts and language facility was undertaken because of the presumed linkage between language and reading. Thus, student performance on reading tests is a matter of importance to the project staff.

The reading performance of children participating in the District's Title I program for the last two years was used to provide a comparative base for the present study. Use of these data was justified on the grounds that:

(a) the control children were largely enrolled in the same schools as the current project children;

(b) no other known group was so similar to the current project children;

(c) the present total Title I program represents a substantial change from that which was previously offered;

(d) the data were available.

In analysing the reading data from the current year, only complete or "paired" data were used. That is, only data from project children who had been in the Title I program for the entire year were used. A similar rule was also adopted in compiling data from the students in the baseline years (i.e., 1971-72 and 1972-73).

a. Performance of the Project and Baseline Children Throughout the Year: Because different forms of the District's selected tests were used during the pre-interim-post testing phases, no direct, statistical comparison of student "growth" is possible. However, a fair approximation of average student performance across the year is provided in Table X.

TABLE X

Average Student Performance of Stanford Readiness/ Achievement Tests: Baseline and Project Children

	PRETEST			INTERIM TEST			POSTTEST		
	MN	N	SD	MN	N	SD	MN	N	SD
GRADE LEVEL									
First Grade	Metropolitan Readiness						SAT Primary I (X)		
Project 1	58.20	55	16.33	--	--	--	19.24 (1.7)*	55	6.72
Control 1	51.42	117	13.04	--	--	--	15.95 (1.6)*	117	6.40
Second Grade	SAT Primary I (W)			SAT Primary II (X)			SAT Primary III (Y)		
Project 2	14.53 (1.5)*	59	4.36	12.32 (2.1)*	57	6.17	14.19 (2.5)*	59	7.30
Control 2	15.21 (1.5)*	116	4.48	--	--	--	13.24 (2.3)*	116	5.30
Third Grade	SAT Primary II (W)			SAT Primary II (Y)			SAT Primary II (X)		
Project 3	11.53 (2.1)*	66	5.05	15.21 (2.6)*	61	5.29	18.80 (2.9)*	66	5.25
Control 3	11.71 (2.1)*	106	5.74	--	--	--	18.60 (2.9)*	106	5.97

*Grade Level Equivalent

As noted in Table X, children in the Project group appear to progress moderately in their reading attainments throughout the year. Note for example, that on the average, Project children in grade two began the year at 1.5 (grade level equivalent) in reading, they progressed to the 2.1 level by the time of the interim testing and completed the year at the 2.5 level. A similar pattern is evident for the third grade children. In both instances, the children began the year somewhat behind the average or expected level, gained between eight and ten months, but were still behind when they completed the year. In fact, it appears that the end of the year deficit becomes progressively worse as the grade level increases.

In considering the gains made by the Project children and the control children, no substantial improvement in performance is evidenced. For example, the apparent gain made by third grade Project children (see grade level equivalents) was virtually identical to the gains made by the children in the control group. These findings suggest that concerted review of Project instructional efforts in the area of reading would be appropriate.

b. The Performance of Subgroups of Project Children: In furthering the present analysis, data from Title I children (1971-72 and 1972-73) were categorized along two dimensions. In particular, the control group data were divided into three groups according to pretest performance. The groupings were made roughly by thirds. Subsequently, posttest data from the same students were categorized again by thirds. The resultant 3 X 3 tables provide the basis for establishing expected levels of performance for children in the present Project. The 3 X 3 tables are similar to actuarial or "experience" tables used by life insurance companies. In effect, the tables show that if an individual performs initially at a certain level, his chances of performing subsequently at another level are known. In Tables Xla to Xlc, the 3 X 3 actuarial tables which have been calculated for the baseline groups are exhibited. In Table Xla (first grade), for example, 13 percent of the children in the baseline or control group who scored in the upper third on the pretest, scored in the lower third of the distribution on the posttest. However, 68 percent of those baseline children who scored in the lower third on the pretest also scored in the lower third on the posttest.

On the basis of the "experience" gained with the control students, it is of interest to note how the children in the Project group performed.

ANCHORAGE

Means and Standard Deviations by
Thirds on Pre and Post Standardized Test
Comparing Baseline (1971-1973) and Target Population
1973-74

	Total Pretest Grade I	Posttest Lower (0-11)	Posttest Middle (12-17)	Posttest Upper (18-33)	Total Posttest Grade I
Upper 58-83	n = 23 Mn = 74.87 S.D. = 8.96	---	9%	91%	n = 23 Mn = 24.57 S.D. = 4.95
	n = 39 Mn = 64.77 S.D. = 5.99	13%	26%	62%	n = 39 Mn = 19.64 S.D. = 5.98
Middle 47-57	n = 18 Mn = 46.17 S.D. = 16.37	22%	39%	39%	n = 18 Mn = 16.39 S.D. = 4.12
	n = 40 Mn = 52.8 S.D. = 3.29	28%	28%	45%	n = 40 Mn = 16.78 S.D. = 6.23
Lower 17-46	n = 14 Mn = 39.14 S.D. = 4.26	43%	21%	36%	n = 14 Mn = 14.14 S.D. = 5.86
	n = 38 Mn = 36.26 S.D. = 7.69	68%	26%	5%	n = 38 Mn = 11.29 S.D. = 3.68
Grade I Total	n = 55* Mn = 58.2 S.D. = 16.33				n = 55 Mn = 19.24 S.D. = 6.72
	n = 117 Mn = 51.42 S.D. = 13.04				GLE** 1.6 GLE** 1.7 n = 117 Mn = 15.95 S.D. = 6.40

Key: Target / Baseline

* These means fall in the C or average categories.
** Grade Level Equivalent

TABLE XIa

First Grade Children-Upper Category

The Project children who performed in the upper range on the pretest (see top line, Table XIa) were found to be superior in their performance on both the pre and posttests. This implies that the reading program facilitated their learning.

First Grade Children-Middle Category

The Project children who performed at the mid level on the pretest were not essentially different from their control counterparts. While there was some apparent "shifting" in performance on the posttest (i.e., fewer of these children performed at either the upper or the lower level of the posttest), there were no overall changes of statistical significance on the posttest.

First Grade Children-Lower Category

There was no statistical difference between the baseline children and the Project children on the pretest. However, the data indicate that a number of shifts occurred on the posttests. That is, fewer of the children in this category remained in the lowest category on the posttest. Additionally, the number of baseline children who scored in the middle category on the posttest (21 percent) was less than that expected (i.e., 26 percent for baseline children). Finally, 36 percent of the children in this category performed in the upper category on the posttest. This figure is in sharp contrast to the performance of their baseline counterparts, only five percent of whom fell into the upper range on the posttest.

Overall, the first grade Project children performed better on the pretest, but this must be largely attributed to the children in the upper group. In examining the overall post performance of the Project and baseline groups, the superiority of the Project children is again evidenced ($t = 3.10$, $df = 170$, $p < .05$). However, as noted above, this superior performance must be largely attributed to:

(1) the initial superiority of the Project children in the upper group which was maintained by the program.

(2) the children in the lower group who were not significantly different from their baseline counterparts on the pretest, but who were significantly better on the posttest. These findings imply that the District's reading instruction was most effective for the children from the low (pretest) group. The findings also imply that the middle group could profit from additional instruction.

ANCHORAGE

Means and Standard Deviations by
Thirds on Pre and Post Standardized Test
Comparing Baseline (1971-1973) and Target Population
1973-74

	Total Pretest Grade II	Posttest Lower (0-10)	Posttest Middle (11-16)	Posttest Upper (16-33)	Total Posttest Grade II
Upper 18-27	n = 11 Mn = 21.45 S.D. = 4.01	9%	27%	64%	n = 11 Mn = 16.73 S.D. = 4.50
	n = 36 Mn = 20.31 S.D. = 2.18	19%	36%	44%	n = 36 Mn = 15.17 S.D. = 5.08
Middle 13-17	n = 32 Mn = 14.25 S.D. = 1.41	44%	22%	34%	n = 32 Mn = 14.06 S.D. = 8.25
	n = 48 Mn = 15.13 S.D. = 1.62	27%	38%	35%	n = 48 Mn = 13.73 S.D. = 5.52
Lower 6-12	n = 15 Mn = 9.87 S.D. = 1.13	27%	40%	33%	n = 15 Mn = 13.53 S.D. = 5.97
	n = 32 Mn = 9.59 S.D. = 1.52	59%	28%	13%	n = 32 Mn = 10.53 S.D. = 4.06
Grade II Total	n = 59 Mn = 14.53 S.D. = 4.36 GLE** 1.5				n = 59 Mn = 14.19 S.D. = 7.30 GLE** 2.3
	GLE** 1.5 n = 116 Mn = 15.21 S.D. = 4.48				GLE** 2.5 n = 116 Mn = 13.29 S.D. = 5.30

Key: Target / Baseline

** Grade Level Equivalent

TABLE XIb

Second Grade Children-Upper Category

The second grade children who performed in the upper category on the pretest were not significantly different from their baseline counterparts. (A t-test of the difference between the group means on the pretest yielded a nonsignificant result.)

On the other hand, the performance of the Project children tended to shift to the upper level on the posttest. While this apparent shift was encouraging, it was not statistically significant.

Second Grade Children-Middle Category

Differences between the Project and baseline children in this category initially favored the baseline group ($t = 2.51$, $df = 78$, $p < .05$). However, no differences between the two groups were noted on the posttest. In a sense, then, the Project children in this group overcame an initial deficit. This, then, represents a "credit" for the Project.

Second Grade Children-Lower Category

Again, there were no statistical differences between Project children and baseline children on either the pretest or the posttest. However, it was in this category that the more dramatic shifts within the second grade occurred. As noted in Table X1b, only 27 percent of the Project children in this category (as opposed to 59 percent of the baseline children) performed in the lowest category on the posttest. Additionally, there were upward shifts into the other two categories on the posttest. Thus, it appears that the lowest group as a whole exhibited the most uniform pattern of gain of all the second grade Project children.

Overall, the performance of the second grade Project children was not significantly different from that of the baseline children on either the pretest or the posttest. On the other hand, the middle range Project children overcame an initial lead held by their baseline counterparts.

These findings imply that the reading instruction provided to the Project children during the past year did not represent a marked improvement over the program which was provided during the baseline years.

ANCHORAGE

Means and Standard Deviations by
Thirds on Pre and Post Standardized Test
Comparing Baseline (1971-1973) and Target Population
1973-74

	Total Pretest Grade III	Posttest Lower (1-16)	Posttest Middle (17-21)	Posttest Upper (22-30)	Total Posttest Grade III
Upper 15-27	n = 17 Mn = 18.47 S.D. = 2.94 n = 30 Mn = 18.97 S.D. = 2.86	18% 13%	41% 17%	41% 70%	n = 17 Mn = 20.59 S.D. = 5.24 n = 30 Mn = 23.3 S.D. = 4.77
Middle 10-14	n = 22 Mn = 11.55 S.D. = 1.30 n = 37 Mn = 11.95 S.D. = 1.47	18% 27%	55% 46%	27% 27%	n = 22 Mn = 18.77 S.D. = 5.41 n = 37 Mn = 18.32 S.D. = 4.52
Lower 0-9	n = 27 Mn = 7.15 S.D. = 2.36 n = 39 Mn = 5.90 S.D. = 2.53	26% 54%	48% 33%	26% 13%	n = 27 Mn = 17.70 S.D. = 5.0 n = 39 Mn = 15.26 S.D. = 5.72
Grade III Total	n = 66 Mn = 11.53 S.D. = 5.05 GLE** 2.1 GLE** 2.1 n = 106 Mn = 11.71 S.D. = 5.74				n = 66 Mn = 18.80 S.D. = 5.25 GLE** 2.9 GLE** 2.9 n = 106 Mn = 18.60 S.D. = 5.97

Key: Target / Baseline

** Grade Level Equivalent

TABLE XIc

Third Grade Children-Upper Category

The pre and post performances of Project children and baseline children in this category were not found to differ significantly. Examination of Table XIc indicates that a smaller percentage of Project children than baseline children performed in the upper level of the posttest (i.e., 41 percent vs. 70 percent). In addition, a slightly greater percent of the Project children performed at a lower level on the posttest (18 percent vs. 13 percent for the baseline group). Thus, the general trend for this group of Project children was toward a lower level of performance.

Third Grade Children-Middle Category

The overall pre and posttest difference for children in this category did not distinguish between Project children and baseline children. The only apparent "shift" in performance in this category was from the lower to the middle category of performance on the posttest.

Third Grade Children-Lower Category

Differences between the performance of baseline and Project children on the pretest initially favored the Project children ($t = 2.03$, $df = 64$, $p < .05$). Further analysis of the posttest data for these groups indicated that the Project students generally "shifted" to the middle and upper categories of performance on the posttest. However, the shifts were not of sufficient magnitude to yield statistically significant differences for the entire group on the posttest.

Overall, no statistical differences between pre and posttests of the Project and baseline third grade students emerged. This finding suggests that the Title I reading program for the third grade students was no more effective than it had been during the baseline years.

B. Project Outputs

According to staff members, the Anchorage OLP has yielded a number of products and processes which have potential for application in other settings. Specifically, a number of documents have been produced and a number of processes have been sufficiently delineated so that their examination by other parties interested in duplicating the present effort is possible.

These processes and documents are enumerated in brief:

1. Forty-one lesson plans have been developed in the areas of Food Marketing, Transportation, Communications and Career Awareness. The lesson plans contain both classroom and field trip activities and are suitable for use with children in grades K-3.

2. The staff has developed a monitoring and reporting system which is useful for managing a multi-grade, multi-site program.

3. The staff has developed role models for both Oral Language Specialists and Home-School Coordinators. The job descriptions of these and other Project personnel have been incorporated into the Project proposal.

4. The staff has developed descriptions of the instructional aspects of the program. Collectively, these descriptions constitute the Project's Instructional Model.

5. A Project Specification Sheet has been prepared by the Project Evaluator and staff which describes the major facets of the program.

C. Informal Results

Because of the continuing and cumulative nature of the Title I Program, it becomes important to document the experience of the program staff on a periodic basis. That is, the insights which are developed by the staff during the operational year represent an important source of data for program modification; accordingly, such insights should be preserved. Within the present section, an opportunity has been provided for the staff to summarize their own observations from the past year.

Staff Insights:

- The staff generally felt that the management reporting system was generally satisfactory. However, there is a need to alter some of the Project's internal reporting forms. For example, individual student records should be consolidated on a single form.
- There is a need for regularly scheduled meetings with principals, teachers and specialists.
- Program training for next year should include:
  (a) A more thorough orientation to the entire program for the entire staff.
  (b) Inservice training for program specialists prior to the opening of school.
- The Oral Language Specialist could profit from a scheduled workshop prior to the start of school. The workshop should focus on the development (and redevelopment) of the concept lesson plans and concept area tests.
- Staff members feel that a more consistent approach to planning local parent council meetings would be appropriate.
- Intra-district dissemination efforts should probably be strengthened. This is particularly important in schools which represent potential expansion sites for Title I. Additionally, such an intra-district dissemination effort would forestall the duplication of consultant services.

- Each category of staff specialists should be "cross-trained" through participation in the training activities of the other specialists. This would result in cooperative efforts and understanding within the program.

D. Status of Project Objectives

The present section of the report deals with the status of all Project objectives at the end of the second operational year. In order to facilitate the display of information, a tabular arrangement has been devised. The resultant table contains the following information:

1. Brief identification of each objective
2. Status of each objective (i.e., whether or not the objective was attained, attained in part, not activated, etc.)
3. A summary of recent activity performed in behalf of the objective
4. The location of the documentation which substantiates the claims made in behalf of the objective

Since similar tables have been used in the preparation of the Project's Brief Accomplishment Reports, the table also serves to document the history of each objective over the four reporting periods of the operational year.

1. Management Component Overview

There are sixteen objectives in the Project's Management Component. One of these, objective p. relating to the Home-School Coordinator, was established in January 1974.

Of the sixteen objectives, ten were attained by the time of the first Brief Accomplishment Report in October. These ten objectives called for:

- The establishment of an Advisory Council.
- Establishment by the Advisory Council of student priorties.
- The identification of target population and school sites.
- The establishment of program performance objectives.
- The development of the Evaluation Plan.
- The development of the program proposal.
- The submission of the proposal.
- The implementation of the Project.
- Arrangements, by the Project Director for the sites, supplies, personnel and consultants.
- The production of the final version of the Evaluation Plan.

The remaining six objectives in the Management Component were attained by the end of the year. These objectives called for:

- The submission of quarterly reports to the State Department of Education.
- The conducting of staff preservice and inservice.
- The monitoring of the program on a monthly basis.
- The implementation of the Evaluation Plan.

- A program to inform parents of the program.
- Maintaining contact with parents.

Specific Project attainments are detailed in the following portion of Table XII.

TABLE XII

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.a. Project Director forms Title I Advisory Councils	AT	--	--	--	October The Project's Advisory Councils were formed during the needs assessment phase of the Project.	Rosters of the council members have been placed in the Project Documentary File.

AT - Attained
P - Partial
NAT - Not Attained

OG - On-going
U - Unclear
SJ - Suspend Judgment

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.b. Advisory Councils assist in the establishment of student priorities.	AT	--			October The composite listing of student needs was included in the Project proposal (pages 1-6). Priority needs are presented on Pages 5 and 6 of the proposal. The first three needs in the rank-ordered listing are: 1. Facility in oral language 2. Facility in reading skills 3. Broadened experience at the preschool and early elementary levels.	See Project proposal Application for Grant under Title I FY 74, Greater Anchorage Area Borough School District in the Project Documentary File.
			--	-	April The Project staff have recently completed a priority listing of needs based upon a survey of Title I teachers, Title I aides, classroom teachers in Title I schools (grades K-3), parent council members and principals of District Title I schools.	The listing is to included in the FY Title I proposal.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.c. Project staff identifies target populations and school sites for program.	AT	--	--	-	October The District figures detailing the AFDC distribution across schools are in the Project Documentary File. A brief review of these figures indicates that the target schools were selected on the basis of AFDC concentrations. The four schools selected for the program are: (a) Denali (b) Mountain View (c) Fairview (d) North Star	A copy of the listing has been place in the Project Documentary File.

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NAI - Not Attained

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U - Unclear
SJ - Suspend Judgment

AC - Activated
NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.d. Project staff specify performance objectives for target populations.	AT	--	--	--	October The Project Evaluation Plan lists four learner objectives. Each objective details the actor, action and criteria. In addition, the Evaluation Plan specifies the evaluation procedure to be employed in assessing each objective.	See Project Evaluation Plan, within the Project proposal in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLEP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.e. Project staff and Project Evaluator develop an Evaluation Plan.	AT	--	--	--	October The Evaluation Plan which has been incorporated into the Project proposal contains the following major sections: (a) Purpose of the plan (b) Project focus (c) Evaluation Design considerations (d) Program components (identification of major program elements and specification of objectives within each component) (e) Data Matrix, which details the evaluative procedure to be employed relative to each objective.	See Project Evaluation Plan (pages 30-57 of Project proposal) in Project Documentary File.

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NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.f. Project staff develops proposal.	AT	--	--	--	October The FY 74 proposal was developed during the spring of 1973. The proposal contains the following major sections: (a) Narrative including statements of needs (b) Activity design including the major needs to be addressed by the program, as well as the designated target group (c) Criteria for selecting students and schools including identification and description of schools selected (d) Program description (e) Program implementation procedures (f) Program Evaluation Plan including specification of instructional outcomes. June The FY75 Proposal was completed and delivered to State Department of Education staff members on May 1, 1974.	See program proposal Op. cit. Interview with Project staff

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.g. Project Director will submit the proposal during the month of May.	AT	--	--	--	October, 1973 The proposal was submitted on May 4, 1973.	A copy of the cover letter for the proposal has been placed in the Project Documentary File.
					June, 1974 The FY75 Proposal was submitted on May 1, 1974.	A copy of the cover letter for the Proposal has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.h. Project Director formally activates Project operations by July 1, 1973.	AT	--	--	--	October The effective date of Project implementation is July 1, 1973. (See DOE letter of June 6, 1973.) Project operations were initiated in compliance with that date.	The following documents have been placed in the Project Documentary File: (a) DOE letter of June 6, 1973 (b) Interoffice memorandum of July 23, 1973.

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NAC - Not Activated
NDAC - Not Due for Activation

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.i. Project Director arranges for sites, supplies, personnel and consultants.	AT	--	--	--	October The following items evidence the work conducted in behalf of this objective: (a) The Project Evaluator has visited three of the schools and has met with principals from all four schools. (b) The Project Evaluator has reviewed the Project's requisition orders. The Project Director's signature appeared on each of the ten requisitions in the Project file. (c) A revised Project staffing summary was submitted to the funding agency. A copy of the existing staffing summary is in the Project Documentary File. At present, all positions are filled. (d) To-date, consultants from the NWREL and SWCEL have been hired.	The following documents have been placed in the Project Documentary File: (a) Approved budget revision (b) Staff rosters. The Project Evaluator has reviewed the service contracts for consulta

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.j. The Project Director will submit quarterly reports to SDE.	AC/ OG				October The first quarterly report was due October 15, 1973. The initial computer breakout of Project expenditures was received by the Project Director on October 25, 1973. The Project Evaluator has reviewed the narrative portion of the first quarterly report. The narrative portion is complete.	
		AC/ OG			January The first quarterly report has been submitted. A copy of the cover letter for the report is in the Project Documentary File.	See Project Documentary File for copy of cover letter for first quarterly report.
					Apparently, the second quarterly report is due February 1, 1974. The Project staff is currently collecting data necessary to complete the report. A memorandum requesting information from building principals is in the Project Documentary File.	See Project Documentary File for copy of memorandum to building principals requesting data for second quarterly report.
			AC/ OG		April The second quarterly report was submitted to the SDE on February 7, 1974.	A copy of cover letter for second quarterly report has been placed in the Project Documentary File.
				AT	June The third quarterly report was submitted to the State Department of Education on on May 1, 1974.	A copy of cover letter for third quarterly report has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.k. Project Evaluator and staff produce final version of Evaluation Plan.	AT	--	--	--	October Apparently, there were no changes in the Project's objectives outlined in the initial version of the Project Evaluation Plan. Thus, the initial version of the plan contains the details for the assessment of all Project objectives negotiated in the Project grant.	See Project Evaluation Plan contain with the Project proposal FY 74 Op. cit.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: Management	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.1. Project Director provides preservice and inservice training to staff	AC/ OG				October To date, at least three training sessions have been enacted. The first session was conducted August 20-24 and focused on training for the SWCEL Oral Language Program. These second and third sessions consisted of inservice training events sponsored by the Quality Assurance Specialists in each building. These sessions are part of a series which is conducted on a monthly basis by QAS person in each building. These sessions center about training materials provided by SWCEL.	A copy of the agenda of the preservice training session has been placed in the Project Documentary File. Copies of the agendas of the inservice training events have also been placed in the Project Documentary File.
		AC/ OG			January A training session focusing on the Project's general purposes, procedures, intentions and outcomes was conducted at each of the participating schools. The training sessions were provided to all staff members within a building and were not limited to Title I staff. (continued)	A copy of the schedule of sessions as well as the general agenda has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: Management	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.1. (Continued) Project Director provides preservice and inservice training to staff	AC/ OG	AC/ OG			January (continued) Additionally, training sessions have been held during the month of November at each of the four Title I schools.	Attendance rosters for each of the four meetings in November havebeen placed in the Project Documentary File.
			AC/ OG		April Recent training events have included two workshop sessions at each of the following schools: (a) Fairview-January 15 and February 22. (b) Denali-January 16 and February 22. (c) Mountain View-January 15 and February 20.	Attendance rosters for each of the foregoing meetings have been placed in the Project Documentary File.
				AT	June Since the time of the previous report, two training events have occurred.	A summary schedule of staff training events held during the entire year has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: Management	B.A.R. 1	B.A.R. 2	B.A.R. 3	B.A.R. 4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
I.m.						
Project Director (or his designate) monitors implementation of the program on a monthly basis	AC/ OG				October The Project Coordinator has been monitoring the implementation of the program. Copies of the monthly monitoring summaries are available for all sites beginning with October. Documentation of this objective appears excellent.	A summary of a monthly monitoring report for one school has been placed in the Project Documentary File.
		AC/ OG			January The monthly monitoring activity is continuing. The Project Coordinator reviews Project activities at each site on a periodic basis (i.e., approximately every 8 to 10 days). Copies of the November monitoring reports have been placed in the Project Documentary File.	Summaries of monthly monitoring reports for the four Project schools have been placed in the Project Documentary File.

(Continued)

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.m. Continued			AC/OG		April Apparently, the monitoring efforts have continued through January, February and March. Partial reports are available for January and February; complete reports are available for March.	Summaries of all available monthly monitoring reports have been placed in the Project Documentary File.
				AT	June, 1974 Complete monitoring reports are available through May. Based upon the staff experience with the monitoring procedure (and in order to accomodate an expanding program next year), a number of recommendations for changes to the present system have been made. See Project summary.	Summaries of all monthly monitoring reports have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.a. Project Evaluator and staff implement evaluation plan	AC/ OG	AC/ OG	AC/ OG	AT	October, January, April & June As evidenced by the entries in the present document, the Project's evaluation plan has generally been implemented for those objectives which were due for activation.	See present report

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.o. Project Director informs parents of participants about program	AC/ OG				October To date, two sets of information have been sent to all Title I parents. The first set consisted of an explanation of project elements, as well as field trip permission forms. The second set consisted of an invitation to join Title I parent council groups. The first round of parent meetings is partially completed. The meeting with the North Star parents is scheduled for October 29.	The following documents have been placed in the Project Documentary File: a. Copies of informational items sent to Title I parents. b. Schedule of parent council meetings.
		AC/ OG			January The Central Parent Council meets on a monthly basis. Copies of Dec. 10 and Jan. 9 are attached. The parent councils (Unit Councils) at each of the four participating schools have met on the following occasions:	A copy of the Central Parent Council meeting agenda has been placed in t Project Documentary File.

(continued)

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.o. (continued) Project Director informs parents of participants about program		AC/ OG			School — Meeting Dates North Star — October 24, 1973; November 26, 1973 Denali — October 18, 1973; November 12, 1973; December 10, 1973 Fairview — October 8, 1973; November 5, 1973; December 3, 1973 Mt. View — October 8, 1973; November 5, 1973; December 3, 1973 In practice, the Home School Coordinator plans and schedules these meetings. The foregoing meetings are open to all patrons of the participating schools. Additionally, a brochure has been prepared for the other schools, as well. The brochure is directed towards Title I parents. (Continued)	A copy of the Fairview Informational brochure has been placed in the Proj Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.o. Continued			AC/ OG		April Since the last report, each Title I school has sponsored three parent council meetings. The dates of the meetings are noted below:	Copies of meeting agendas have been placed in the Project Documentary File.

FAIRVIEW	DENALI	MOUNTAIN VIEW	NO. STAR
No date	1/14/74	1/15/74	1/7/74
1/17/74	2/4/74	2/14/74	1/9/74
3/11/74	3/12/74	3/12/74	3/11/74

The Title I Central Parent Council has also held meetings on the following dates:

January 9, 1974
February 12, 1974
March 12, 1974.

The Title I staff at Mountain View has produced a brochure for distribution. — A copy of the Mountain View Title I brochure has been placed in the Project Documentary File.

June

AT — Since the time of the previous report, each participating school has destributed a newsletter to parents which describes recent Title I Program Activities.

(continued)

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: Management	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.o. Continued					In addition, each Title I school has sponsored Parent Council meetings. The dates are noted below: FAIRVIEW: 4/26/74 DENALI: 4/10/74, 4/25/74 MT. VIEW: 4/16/74, 4/13/74 NORTH STAR: 4/8/74, 5/15/74 The Central Parent Council held meetings on April 9, 1974, and April 29, 1974.	Copies of meeting agendas have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.p. Objective: The Home-School Coordinators will establish and maintain contact with the parents of the Title I children. Criteria: a. At least 80% of the families of Title I children will be contacted (either in person, by phone, or by mail) at least once during the year. b. At least 50% of the parents will be contacted at least two times during the year.	-- --	 AC/ OG			January To-date, records maintained by the Home-School Coordinators indicate the following contacts with parents have been made:	Supplementary data of second and third contacts with parents are being maintained by the Home-School Coordinator and partial documentation has been placed in Project Documentary File.

SCHOOL	EST. # OF PARENTS IN PROG*	# OF INITIAL CONTACTS BY MONTH SEP	OCT	NOV	DEC	JAN
Denali	133	4	28	20	11	11
Fair-view	125	26	61	17	15	9
Mt. View	220	42	24	10	16	23
No. Star	100	21	30	13	18	18
TOTAL	578*					

Review of the above indicates that approximately 73% of the estimated number of parents in the Project have been contacted at least once.

*Due to the mobility of the population served, it has been necessary to base the foregoing figures on current estimates of children enrolled. (Continued)

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: MANAGEMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1.p. Continued			AC/ OG		April Available records indicates that contacts with Title I families are being made to the following extent:	Summaries of the Home-School Coordinator activities have been placed in the Project Documentary File.
				AT	June A year-end summary of number of contacts with Title I families is presented in Note 1 in the following pages.	

SCHOOL	TOTAL CONTACTS Feb.	Mar.	INITIAL/SECOND CONTACTS Feb.	Mar.
Denali	102	65	10 (14)	7 (5)
Fairview	47	(?)	6 (7)	- -
Mt. View	60	44	11 (12)	10 (9)
No. Star	227	96	17 (51)	13 (32)

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NOTE I

Relative to contacts made by the Home-School Coordinators during the year, the Project objective states that 80% of the parents of Title I children will receive at least one home visit and at least 50% will be contacted a second time. Summary figures for the number of home contacts made by the Home-School Coordinator at each school are presented in Tables XIIIa and XIIIb.

In Table XIIIa, the number of home visits (as well as the frequency of those visits) is displayed. In Table XIIIb, the percentage of parents receiving the minimal number of visits is displayed.

TABLE XIIIa

Number of Parent Contacts by Home-School Coordinators

School	Number of Table I Students	0	1	2	3 or more
Denali	156	17	54	32	53
Fairview	102	20	10	17	55
Mt. View	151	21	36	31	63
North Star	113	2	18	25	68
TOTALS	522	60	118	105	239

TABLE XIIIb

School	Parents Receiving One Contact	Parents Receiving Two or More
Denali	89%	54%
Fairview	80%	71%
Mountain View	86%	62%
North Star	98%	82%

The foregoing figures indicate that 89% of the District's Title I families were visited at least once and at least 66% were contacted two or more times.

2. Staff and Materials Development Component Overview

There are ten objectives in the Project's Development Component. These objectives include five staff development objectives and five materials development objectives Staff objectives 2, 3, 4a, and 5 have been attained.

a. Staff Development Objectives

Counting those meetings reported in the last Anchorage Report, the staff has scheduled (and held) a total of 18 training sessions, i.e., eight each at Fairview, Mountain View, and Denali. The attendance at the three spring sessions averaged 100%, which exceeds the criteria level (90%). The average attendance for the year was 93%.

A review of the Project records, as well as interviews with staff teachers and a Quality Assurance Specialist (QAS) indicates that the Project materials and procedures are:

(1) Being used on a regular basis in each of the Project classrooms (Objective 2.a.4.a)

(2) Being used in a manner which is rated as "satisfactory" or better (Objective 2.a.4.b)

(3) Being monitored on a periodic basis by the Project Quality Assurance Specialist (Objective 2.a.5.)

Documentation of the staff activities within this component appears to be excellent. The Project Management Team currently reviews the teacher ratings on a periodic basis.

Specific Project attainments on each staff development objective are detailed in the following portion of Table XII.

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. Project staff will detail general training needs.	AC/ OG				October A partial list of training topics relating to the OLP segment has been developed.	This list of training topics has been placed in the Project Documentary File
		NC*	NC*		January and April No change. The Project Management Team plans a series of meetings with participating teachers and aides to update the list of training needs for the coming year.	
				P	June The Project Coordinator has met with the Project Specialists (reading, oral language and QAS) to discuss training needs for the coming year. A partial schedule of training topics has been developed and contains staff training concerns related to each of the Project's instructional options. Because its Project staff is experiencing turnover and an expansion, it will not be possible to produce a final list until the training needs of the new staff have been ascertained.	Interview with Project staff.

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*NC - No Change

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. Project consultants will detail training needs and events for Project staff.	AT	--	--	--	October The Project staff and consultants prepared an agenda of training topics and activities during the summer months.	See training agenda (Management Objective 1.1.).

96

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Project staff will attend training sessions	OG/ AC				October 1973 A review of the attendance roster for the preservice training sessions reveals that 39 individuals participated and that 38 of the 39 persons attended at least 90% of the sessions. At least one in-service training session has been conducted by QAS persons in each school. Available attendance data are as follows: School — Date — No. Eligible — No. Attending Fairview — Sept.27 — 7 — 7 Mt.View — Sept.19 — 13 — 12 Oct.11 — 13 — 13 Denali — Oct.9 — 9 — 9	A copy of pre-service roster has been placed in the Project Documentary File.
		OG/ AC			January A review of Project records indicates that the following training sessions have been held: (Continued)	Copies of the training session agendas and rosters have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY

3. (Continued)

School	Date	No. Eligible	No. Attending	%
Fairview	Sept.27	7	7	100
	Oct.23	10	7	70
	Nov.12	10	9	90
			Average:	85
Mt.View	Sept.19	13	12	92
	Oct.11	13	13	100
	Nov.7	13	13	100
			Average:	97
Denali	Sept.18	9	9	100
	Oct.9	9	9	100
	Nov. 7	9	9	100
				100

Average cumulative attendance: 95

The foregoing figures indicate attendance at the training session averages 92%. The Project staff appears to be meeting this objective.

(Continued)

96

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Continued			OG/ AC		April The Project's training activities have continued. Recent sessions conducted by Quality Assurance Specialists are detailed below:	Copies of the training session rosters have been placed in the Project Documentary File.

SCHOOL	DATE	# ELIGIBLE	# ATTENDING
Fairview	1/74	7	6
	2/74	7	4
Mt. View	1/74	11	8
	2/74	11	10
Denali	1/74	9	9
	2/74	9	9

According to the foregoing figures, attendance at the staff training session during January and February has averaged about 85%. This figure indicates some need for improved attendance at the training session.

66

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Staff attendance at training sessions.				AT	June Since the time of the April report, only one formal training event has been held at each of the three schools. The attendence data is summarized below:	

School	Date	# Eligible	# Attending	% Attending Training Sessions
Fairview	4/23	7	7	100%
Mt. View	5/2	11	11	100%
Denali	6/2	9	3*	100%

*Project aides belong to the Alaska Public Employees Association which was on strike at the time of the final training session. Accordingly, their numbers have not been included in the calculations of the "% Attending Training Sessions."

Across the entire year, 30 individuals participated in the training. Of these 30 individuals, 29 (or 96.6%) attended 90% or more of the meetings for which they were eligible. Thus the criterion of 90% of the staff attending 90% of the training sessions was exceeded.

100

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
4. Project staff will attain training objectives based on the following criteria:	AC/ OG				October Project staff appears to be using the OLP materials on a regular basis.	A copy of Daily Record Log has been placed in the Project Documentary File.
(a) Project staff will employ the materials on a regular basis		AC/ OG	AC/ OG	AT	January, April & June A daily record is maintained in each classroom of Title I materials/procedures usage. At the end of each week, the daily reports are forwarded to the Title I Coordinator. The Coordinator then summarizes teaching activities in each classroom on a weekly basis, as well as on a monthly basis. A review of these records (as well as classroom observations and interviews) indicates that the Project's procedures and materials were used on a regular basis. Between the periods of Project pre and post testing, daily usage of OLP material in the 15 Project classrooms (k-1) varied between 8 6 and 99%, with an average use rate of 88%.	A copy of the monthly summary has been placed in the Project Documentary File. A copy of the cumulative summary of materials usage has been placed in the Project Documentary File. The basic data which support the foregoing summaries are maintained in the Project office. Summaries for April, May and year-end have been placed in the Project Documentary File.

101/102

101

(Continued)

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Staff)	B.A.K. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
4. Continued (b) Project staff employs material in a manner which is rated "satisfactory" by the QAS persons.		AC/ OG	AC/ OG		January and April Each Project teacher and each Project aide who employs the SWCEL* materials is observed by a Quality Assurance Specialist at least once per month. The observation forms are forwarded to SWCEL via the Project Coordinator. A review of the monthly ratings for January indicates that all staff members received a rating of "Satisfactory" or higher (e.g., Excellent). June	Copies of the complete observation schedules are currently on file in the Project office.
				SJ	The QA Specialists continued to rate teacher performances. The periodic reviews produced a number of suggestions for improving the classroom program. However the QA Specialists appeared reluctant to rate any teacher as unsatisfactory. Therefore it is not possible to measure the effectiveness of teacher training. (See recommendations)	Sample copies of the QAS rating sheet have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
5. The Quality Assurance Specialists will visit each room at least monthly.	AC/ OG	AC/ OG	AC/ OG	AT	October-June As previously noted (see Development Objective 4.b), the Project's Quality Assurance Specialists visit each kindergarten and first grade classroom at least monthly to observe the performance of Project staff on the use of SWCEL materials. Monthly ratings have generally been made for each teacher and aide who uses the materials. Since the objective only required one rating per month per classroom, the staff has exceeded the criteria.	Observation forms for the months of October through May are on file in the District office.

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2. Staff and Materials Development Component Overview (continued)

b. Materials Development Objectives

Of the five materials development objectives, two were completed earlier, two were rated as partially attained and one was rated a suspended judgement because the methods used differed from those specified in the Evaluation Plan. The most significant work accomplished in this component since the last report is the testing on a sample basis of the concept test which has been tried with 120 children. The results are presented in Figures 2-17 and Table V, pages 29-37.

The following pages summarize the Project's accomplishments in the area of Materials Development.

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Materials)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
1. Project staff will compile a list of concepts and materials currently in use in the District's Title I Program	AC/ OG	NC			October - January The Project staff has compiled a listing of concepts which were taught during the previous year by Title I personnel. In addition, the staff at one of the schools has provided an extensive inventory of materials associated with each concept. Additional work within this objective should focus upon the identification of especially useful items from the Denali list.	A listing of concepts has been placed in the Project Documentary File.
			AC/ OG		April The staff at Fairview has produced an inventory of material which has been found to be useful within the Title I Program.	A copy of all material inventory from Fairview School has been placed in the Project Documentary File.
				P	June The staff has produced the foregoing listings and inventories. In addition, the staff has summarized the lesson plans they have produced. The staff, has not, however made the judgments about the utility of the foregoing materials.	A copy of the lesson plan listing has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Materials)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. Project coordinator will produce specifications for new instructional materials	* OA	NC			October and January Apparently work within this area has been undertaken in the following sequence: 1. The Project staff reviewed existing concepts and materials. 2. Based upon that review a new listing of concepts was developed 3. Each of the three Oral Language specialists was assigned a major concept area. See attached concepts list for specific assignments. 4. A format for all lesson plans was developed. 5. The Oral Language specialists have, in turn, produced approximately 41 lesson plans which conform to the foregoing format. Each lesson plan contains the following information: general concept, specific concept, identification number, grade level(s) for which the lesson was designed, procedures for activities, field trips, associated career activities, arrangement required, location of supporting (Continued)	

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Materials)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
2. (Continued) Project coordinator will produce specifications for new instructional materials	* OA	NC			(Continued) materials, additional resources required, suggested test items for the specific concept.	
			NC	*	<u>April</u> No Change.	
				* SJ	<u>June</u> The Project Coordinator has designed a sequence of activities which will be used to develop materials during the coming year. In general, the staff produced the materials it had planned to produce but the developmental work was accomplished in a manner which differed from the original plan. (See Developmental Objectives 1, 2, and 3)	A copy of the Developmental sequence has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Materials)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3. Project staff will produce materials according to specifications	* OA				October See comments, Developmental Objective 2.b.2. The materials thus far produced conform to the format outlined for the developers. To date approximately 40 lesson plans have been developed.	A sample format for lesson plans has been placed in the Project Documentary File.
		AC/ OG			January A master copy of each of the lesson plans thus far produced is on file in the Project office. More significantly, however, the lesson plans have been produced and distributed to each of the participating classrooms. Further work on this objective will focus on the revision of current lessons and the development of additional lessons.	A copy of each of the lesson plans thus far produced has been placed in the Project Documentary File.
			NC		April No change.	
				AT	June The lesson plans which were produced conform to the new specifications established by the PC.	Interview with Project Coordinator.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Materials)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
4. Project Evaluator will define program's need for assessment devices.	AT	--	--	-	October A listing of assessment devices relevant to each of the Project objectives was produced upon the occasion of the August site visit.	A list of Title I instruments has been placed in the Project Documentary File.

111/011

110

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT (Materials)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
5. Project evaluator will construct or devise all necessary assessment devices by August 30.	P				October Upon the occasion of the first quarterly evaluation site visit, the assessment instruments currently in use were reviewed. Staff judgments regarding the usability of the assessment devices on hand are recorded on the listing of devices. The major work to be undertaken in this area is the development of four concept tests. Work on these tests was delayed pending the development of the concept lessons.	
		P			January The concept tests have been developed. The tests, however, were not developed according to the time line specified in the criteria.	A copy of the test items has been placed in the Project Documentary File.
			AC		April The concept tests have been developed and deployed. Thus far, the test has been tried with approximately 120 chidren.	
					(Continued)	

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: DEVELOPMENT	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
5. (Continued) Project Evaluator will construct or devise all necessary assessment devices by August 30.				P	June The four Project concept tests were revised during the spring and administered to Project children on a sample basis during May.	The concept area tests are included in the Appendix to this report.

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3. Instructional Component Overview

The Program's Instructional component contains eight objectives. Four of these objectives represent expected student performances while the other four represent supporting instructional activities.

Student performances in the concept areas, (1) food marketing, (2) transportation, (3) communications, and (4) career awareness, did not reach the criterion levels.

Project students came closer to attaining the Language Objectives with 53 percent of the Kindergarten students and 64% of the First Grade students meeting the criterion of a thirty point gain on the SWCEL Oral Language Test.

On the average, project students gained between eight and ten months (grade level equivalent) in reading. In general, however, the performance of the present project students did not exceed that of the baseline students.

A review of project activities and records indicated that all instructional process objectives had been attained.

A summary of the instructional porcesses provided through the Title I Program is presented in Table XIV.

Table XIV

Supplementary Instruction Provided by Title I

School	SWCEL Oral Language Program	UYA* Volunteer	Reading Specialist	Oral Language Specialist**	Home-School Coordination	Teacher Aides
Denali	Yes	No	Yes	Yes	Yes	Yes
Fairview	Yes	Yes	Yes	Yes	Yes	Yes
Mountain View	Yes	Yes	Yes	Yes	Yes	Yes
North Star	No	Yes	Yes	No	Yes	Yes

* University Year of Action (UYA)
** Includes field trips and concept lessons

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.a.1 Project children demonstrate mastery of concepts dealing with food, transportation and communication 3.b.1 Project children demonstrate mastery of concepts in career information area	NDAC	NDAC			October The attainment of these objectives is to be measured by the post test performance of Project children. However, because of the interest of the Project staff in determining the effectiveness of the program, a pre-post, experimental vs. control design has been adopted. Implementation of this design is contingent upon the development of the content area tests. January The content area tests have been developed and it is anticipated that the tests will be administered (for norming purposes) within the month. Specifically, a random sample of children from each of the grade levels (K-3) will be sampled. The results will be used to determine the psychometric characteristics of the tests. (Continued)	

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.b.1. Continued			AC		April The tests have been administered to approximately 120 Project children. The data are currently being analyzed.	
3.a.1.				P	June The data from the three concept areas, Food Marketing, Transportation, and Communication have been analyzed. The results indicate that only one group attained criterion level. Specifically, 89% of the third grade students exceeded the 90% level on the Food Marketing Test. A summary of the results is presented in Figures 2-13 on pages 29-34.	See Figures 2-13 of this report.
3.b.1.				NA	June The results of the career information portion of the Concept tests indicate no group attained the 80% mastery level. See Figures 14-17 on pages 35-36.	See Figures 14-16 of this report.

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STATUS OF OBJECTIVES

PROJECT: Anchorage Title I

COMPONENT: 3. Instructional (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.c.1 Project children demonstrate gains on SWCEL test of English fluency.	AC/ OG				October At present all Title I children (K and 1) at Mt. View, Fairview and Denali (n=268) have been tested with the SWCEL procedure. This is an individually administered test and requires about ten minutes per child. The resultant test protocols have been shipped to the Southwest Cooperative Educational Laboratory for scoring and analysis. Pending the return of the test results from SWCEL, approximately 180 children have been enrolled in the OLP program. These children were selected for the special program by means of teacher nomination. Additionally, approximately 120 children at North Star have been tested. These children will not participate in the special OLP program and will serve as a comparison group for the other three schools. By November 15, approximately 361 children were tested with the SWCEL Test of Oral Language Production. (continued)	See test results on file in District office.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: 3. Instructional (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.c.1 Continued		AC/OG			January The tests were administered in September and October, 1973. The test protocols were scored by SWCEL staff members. The results were returned to the Project office around January 1, 1974. A review of the data received from SWCEL indicates that scores from approximately 20 children have not been received. Analysis of the pre-test data is being deferred until the scores for these children have been received.	
			AC/OG		April The pretest data have recently been received, see pretest results in following table. Administration of the post-tests began on April 8th; completion of the posttesting is expected by April 26. A preliminary analysis of the pretest data has been completed (see note 2). These data indicate that teachers averaged approximately 39% error in their ratings of student assignment to program.	See data on hand in Project Evaluator's office.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.c.1. (Continued) Project children demonstrate gains on SWCEL test of English fluency					June The SWCEL Test of Oral English Production was administered for a second time to the Project students during the month of April. Approximately 127 Project children and 86 children in the control group took the test. The results are summarized in Table VII, page 42.	See data on hand in Project Evaluator's office.
				P	As evidenced in Table VII, 53% of the project Kindergarten students and 64% of the First Grade students made gains of 30 or more points.	

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NOTE 2:

Teacher judgments were made regarding the placement (or nonplacement) of students into the SWCEL program. These judgments were subsequently compared with student performance on the SWCEL test. According to the test manual, those students scoring between 130 points should be placed into the program. In the present instance, an error in teacher judgment was recorded if (a) teachers failed to nominate pupils for the program who scored below the critical value (overestimation), or (b) teachers nominated pupils for the program who scored above the critical value (underestimation).

As evidenced in Table XV, most teachers tended to overestimate their students. Two teachers consistently under estimated their students, but this apparently occurred as a result of a "blanket" nomination of all students in the class for the SWCEL program.

The correlation between teacher judgments and student test scores is indicated by the final column of Table XV(r_b). The correlations (r-biserial) range from .08 to .94. These correlations indicate a need for improved judgments on the part of some teachers.

TABLE XV

TEACHER PLACEMENT VS. SWCEL TEST SCORES
Fall, 1973

GRADE	TOTAL N	TOTAL ERROR	% OF ERRORS OVER-ESTIMATED	% OF ERRORS UNDER-ESTIMATED	r_b
Kindergarten	24	7 (29%)	25%	4%	.61
	47	26 (55%)	51%	4%	.64
	42	14 (33%)	31%	2%	.59
	43	22 (51%)	46%	5%	.57
Grade 1	29	9 (31%)	24%	7%	.86
	31	13 (42%)	36%	6%	.08
	20	3 (15%)	10%	5%	.63
	18	6 (33%)	22%	11%	.50
	23	3 (13%)	9%	4%	.86
	21	9 (43%)	---	43%	---
	20	12 (60%)	---	60%	---
	24	3 (12%)	8%	4%	.94
Average percent of errors per teacher: 39%					

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.d.1 Title I children demonstrate improved reading proficiency	AC/ OG	OG			October - January This objective is to be assessed by means of data derived from the District's annual testing program. In keeping with that program, the following tests have already been administered to all District children: First grade - Metropolitan Readiness Test Second grade - Stanford Achievement Test Third grade - Stanford Achievement Test Kindergarten - none (end of year test only) The test data are currently being reduced and analyzed in the District offices. (See data on file in District offices.)	
			AC/ OG		April Baseline data (i.e., student performance data from the two years immediately preceding the current program) have been analyzed. The analysis yields information about the academic status of Title I students prior to inception of the program.	See Table XVI following.

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TABLE XVI

MEANS AND STANDARD DEVIATIONS ON STANDARDIZED TESTS
FOR GRADES 1-3, FOR BASELINE YEARS 1971-1972 AND 1972-1973
FOR DENALI, MOUNTAIN VIEW AND FAIRVIEW

GRADE AND TEST	YEAR	PRETEST			POSTTEST		
		N	MEAN	SD	N	MEAN	SD
Grade 1 Pretest: Metropolitan Readiness Posttest: Stanford Achievement	1971-72	62	55.11	10.90	62	16.29	5.83
	1972-73	55	47.25	14.06	55	15.56	7.02
Grade 2 Test: Stanford Achievement	1971-72	64	14.88	4.85	64	13.20	5.54
	1972-73	52	15.61	3.99	52	13.40	5.04
Grade 3 Test: Stanford Achievement	1971-72	60	12.78	6.32	60	18.85	6.59
	1972-73	46	10.30	4.57	46	18.15	4.97

STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Product)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.d.1 (Continued) Title I children demonstrate improved reading proficiency					June As evidenced by the data presented in Tables XIa, XIb and XIc, the reading performance of participating children did not generally exceed the performance of students from the baseline year. While some gains or "shifts" were evidenced for sub-groups of children, other groups performed at or below the level achieved by their counterparts in the baseline group.	See Tables XIa, XIb, and XIc on pages 53, 55, and 57 of this report. Raw data are on file in the Project evaluator's office.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Process)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.a.2 and 3.b.2 Project staff provides field trips in the areas of: a.2 transportation a.2 communications a.2 food marketing b.2 career information	AC/ OG				October Field trip activities were initiated during the month of September and have continued through October. To date, at least six classes have taken part in field trip activities.	See: Monthly Summary of Instructional Activities (Staff Development 2.a.4). Documentary Item 9.0.
		AC/ OG	AC/ OG		January and April To date, each child who has been enrolled continuously in the program since September has participated in approximately four field trips. The number of field trips varies from class to class with the minimum number being three and the maximum number being five.	A roster of first grade participation in field trips has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: Instructional (Process)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.a.2 and 3.b.2 Continued				AT	June The number of field trips for the year differed from class to class. The range was from five to ten. AVERAGE NUMBER OF FIELD TRIPS ATTENDED BY GRADE AND SCHOOL KINDERGARTEN GRADE 1 GRADE 2 GRADE 3 Denali- 6 (6)* 6 (6) 6 (2) 9 (10) Fairview-5(6) 4 (6) 5 (6) 6 (7) Mt. View-6(7) 6 (6) 6 6 (6) *( ) Indicates number of possible trips.	A student listing of field trips attended has been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Process)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.c.2 Project staff will provide field trips and OLP lessons to participating children	AC/ OG				October The OLP lessons have been implemented for the 180 participating children in Kindergarten and Grade 1 at Denali, Fairview and Mountain View. The teacher's weekly summary of instructional activities details the OLP lesson which was provided on any given date. A review of Project records indicates that OLP usage is consistently high with one minor exception.	
		AC/ OG	AC/ OG	AT	January, April and June Current enrollment figures indicate that OLP lessons are being provided to approximately 146 children. As noted in reference to Developmental Objective 2.a.4.1.) the OLP materials are in use on a periodic basis. An unweighted average of usage across the three schools was calculated for each month.	A cumulative summary of OLP usage presented in reference to objective (Developmental 2.a.4.i.) has been placed in the Project Documentary File.

(continued)

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Process)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.c.2 (Continued)					Essentially, the OLP lessons have been used (across all sites) to the following extent: Month — Unweighted Average of OLP Usage on Instructional Days September 97% October 91% November 90% December 92% January 99% February 94% March 96% April 89% May 94%	
				AT	These figures imply that across all sites, OLP lessons were used over the specified criteria level of 80%.	A copy of the April and May summaries for all Title I schools have been placed in the Project Documentary File.

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STATUS OF OBJECTIVES

PROJECT: ANCHORAGE (OLDP)

COMPONENT: INSTRUCTIONAL (Process)	B.A.R. 1	2	3	4	MOST RECENT ACTIVITY PERFORMED ON BEHALF OF OBJECTIVE	DOCUMENTATION OF ACTIVITY
3.d.2 Title I staff provide weekly assistance to each classroom.	AC/ OG	AC/ OG	AC/ OG	AT	October, January, April and June Each participating teacher maintains a weekly log of Title I instructional activities. A summary of the teacher logs is produced on a monthly basis by the Project coordinator. A review of the monthly summaries (September, March) indicates that the specialists are providing weekly services to the Project classrooms with only one minor exception.	A monthly summary for Title I schools has been placed in the Project Documentary File.

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V.

SUMMARY DISCUSSION

As evidenced by the performance of Project children and the comments of staff members (see Section IVC), there are a number of areas where changes to the present program would be appropriate. In the paragraphs which follow, a number of such areas are discussed.

1. A change in the Monitoring Forms

The Quality Assurances Specialist (QAS) staff appear to be reluctant to indicate an "unsatisfactory" performance by any teacher. The reluctance is understandable, but the monitoring did occur and it does not accurately reflect the areas where the QAS staff worked out changes with the Project teachers and aides.

Recommendation

The Program Evaluators recommend that the monitoring forms:

(a) be simplified into a checklist where possible.

(b) be constructed to assure a certain anonymity for teachers. The forms should contain information of an "alerting" nature rather than pinpointing the specific actions of a specific teacher in documented and possibly libelous form.

Additionally, it is recommended that the QAS staff be detached from their present school positions. This action would permit their use as technical resource persons to all Title I staff members, regardless of school location.

2. Development of the Project Model

Having the Project staff jointly develop the "Project Model," (see Chapter III, pages 7-10), apparently serves to increase the staff's understanding of the Program.

Recommendation

It is recommended that the Project staff collectively engage in the writing and/or review of the Project Model before school begins in the fall.

3. Communications Network

A more effective communications network is needed within the Project.

Recommendation

It is recommended that monthly meetings be scheduled on a regular basis between the Project Coordinator, the QAS, and:

(a) Principals

(b) Home-School Coordinator

(c) Reading Specialists

(d) Oral Language Specialists

4. Teacher Ratings and Student Performance

During the year, one of the program's screening procedures was studied, i.e. the relationship between teacher ratings and student performance on the SWCEL Test of Oral English Production. Essentially the congruence between teacher ratings and student performance varied between 40 and 88 per cent with an average of 61 per cent.

Recommendation

Because teacher ratings provide the basis for the initial selection of Project students for the SWCEL Oral Language Program, it is important that errors in these ratings be minimized. Accordingly it is recommended that the individuals who administer the Test of Oral English Production either make the initial assessment or assist the teachers in making these ratings.

5. Pre-Post Concept Testing

According to the Project Evaluation Plan, Project students were to be administered the Project's four concept tests on a pre-post basis. This implies that one, all-inclusive pre-test would be given in the fall of the year and that a subsequent post-test would be administered during the spring. As noted by the Oral Language Specialists, this interval may be too great to permit accurate assessment of student attainments on specific concepts.

Recommendation

The Oral Language Specialists have suggested that pre and post testing for each concept unit be administered at the time the unit is taught. In addition, it is recommended that a delayed follow-up test be administered on a sampling basis.

6. Process Evaluation Procedures

The Southwest Cooperative Educational Laboratory provides several forms of technical assistance to the Project. One of these is a process evaluation procedure.

According to the description of this procedure, each participating teacher is to administer and score a series of "end of unit" tests during the year. Student response protocols are then forwarded to SWCEL for analysis.

As described in the Quality Assurance Model for Process Evaluation, the analysis consists of determining each class's average, determining the average of all classes, and conversion of all of the averages to standardized T-scores. The T-scores for all teachers are then plotted on graph paper and returned to the Project. (See Figure 19).

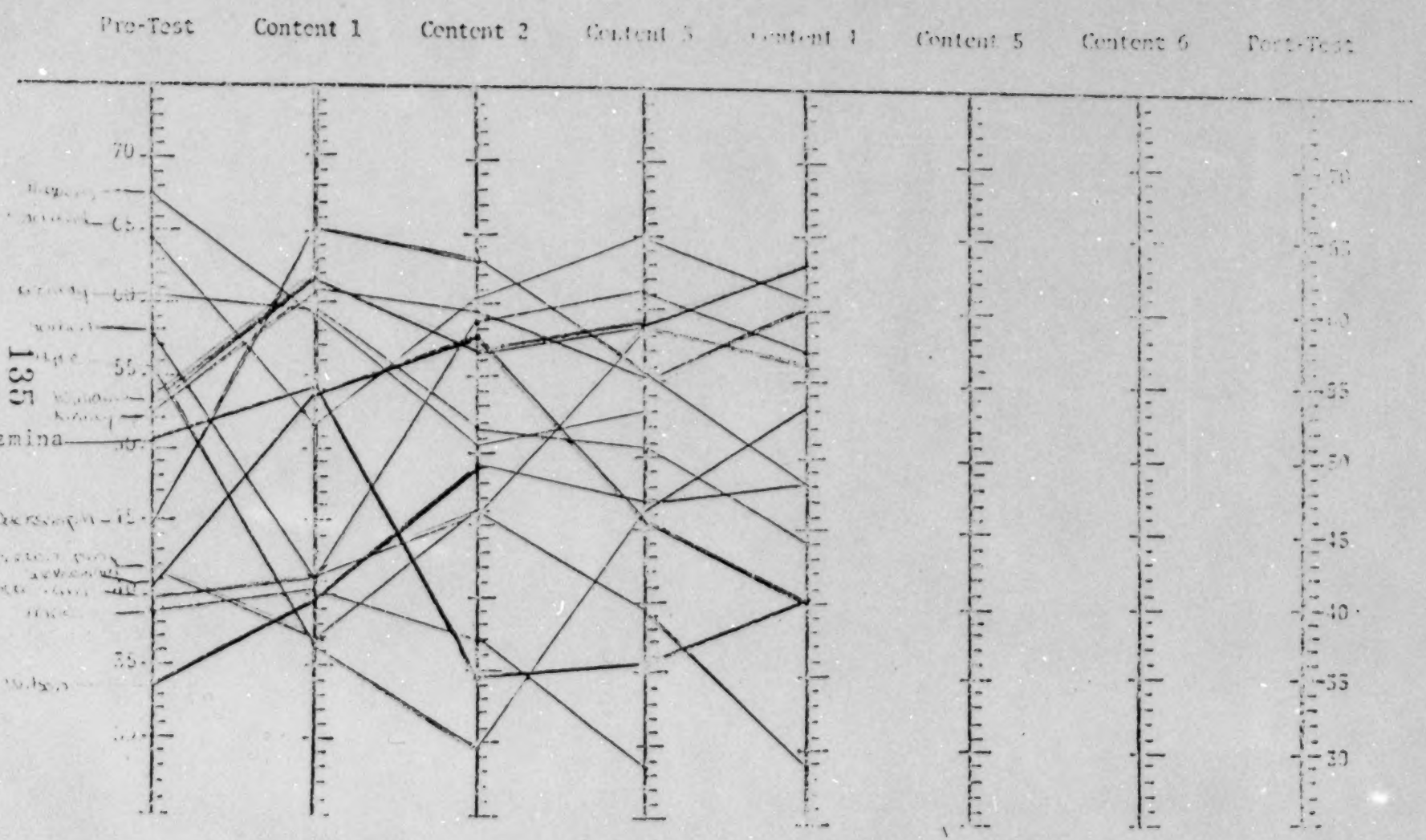
During the current year there were three flaws to this procedure:

(a) The class means were apparently not returned in time to be of use to the teachers. The analysis from tests administered in October were returned in May.

FIGURE 19 SWCEL

PROCESS EVALUATION FORM

ALASKA



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(b) The interpretations based upon the foregoing analysis are subject to error. To be specific, a change in the relative standing of a class from one test to the next does not necessarily yield the conclusion that "the teachers who show an increase in their T-scores are theoretically using behaviors that allow students to learn at a greater rate than anticipated." Nor does it necessarily follow that the declining graph line would indicate "a teacher whose students are not performing at their expected level. . . ."

In the first place, the plots of T-scores primarily indicate the standing of a group of students relative to other groups of students. In no way is an "anticipated" or "expected level" of performance defined through the use of T-scores. Unless the "expected level" of performance is defined as the overall mean of all groups, such a definition is tantamount to saying that the "expected level" of performance of the children in the Project is the group mean. It is not clear that such an expectation is either reasonable or desirable.

A more serious drawback to the proffered interpretations, however, is the variety of plausable alternative explanations for "changes" in the performance of students. The following variables are presented for purposes of illustration:

(1) Measurement error which is inherent in every test.

(2) Changes in student enrollment in the program.

(3) Changes in composition of the group being tested due to daily absences.

(4) Changes in the difficulty levels of both tests and content area.

These variables then mitigate against a clear interpretation of changes being ascribed to teacher performances.

(c) A third drawback revolves about the use of relative standards in making judgments about a teacher's activities. Consider the instance in which the performance level of children declines from test to test. A teacher who is fairly consistent in her approach would appear to "rise" as though she

were "improving." Conversely, in the light of a generally rising level of performance, the fairly consistent teacher is seen as "getting worse." In both of these instances the literal interpretation of the graph yields erroneous conclusions.

Recommendation

For these reasons, it is recommended that the present graphic "feedback" mechanism not be employed in its present form during the coming year.

7. Position of Project Coordinator

The position of Project Coordinator (.75 FTE) has been very ably handled during the present year. However, the position requires a full-time commitment to the program.

Recommendation

In view of current needs and in anticipation of an expanded program next year, it is recommended that this position be made a full-time position for the coming year.

8a. Program Instructional Procedures

Concept Areas:

Based upon the data which have been compiled and reported in Chapter IV of the present report, it is apparent that student performance in the four concept areas was less than anticipated. For example, only in the area of Food Marketing (for third grade students) did the performance meet the established criteria.

At least two factors may have contributed to this apparent level of performance. First, although 41 lesson plans dealing with the various concepts were developed and distributed, it is not clear that the lesson plans were enacted in a uniform manner within the various project classrooms. Second, it is apparent that the project's current set of lesson plans have not been organized in a sequential or hierarchical manner. Thus, it may be the case that lessons (generally centering about field trip activities) were provided where little instruction was needed. Considerations such as these have led to the following recommendations.

Recommendations

It is recommended that the instructional lesson plans be upgraded. To that end, the Project Coordinator has been provided with introduction (including one site visit) to projects which are engaged primarily in the production of self-contained learning packets organized along hierarchical lines.

Further, it is recommended that the staff review the present scope and sequence of concepts within each concept area. Delineation of concepts which are appropriate to younger (vs. older) children is recommended. The item analysis which was provided in the present report may serve as a starting point for this latter activity.

8b. Program Instructional Procedures

SWCEL Oral Language Program:

Although the project objectives of a 30 point gain for 80% of the students was not achieved, the SWCEL Oral Language Program generally performed in accordance with the expectations of program staff

members during the past year. The gains made by program students were considerable. One difficulty, however, was that of misclassification. Errors in classification led to the selection of children into the SWCEL Oral Language Program who did not necessarily need the program. The errors in part were brought about by the delayed return of the SWCEL Oral Language Test results. Additionally, based upon an earlier analysis, it was determined that teacher judgments (which actually served as the selection procedure during the past year) were somewhat unreliable.

Recommendations

It is recommended that the agency which provides scoring services be obligated to provide faster "turn-around" of the pre-test (i.e., selection data).

It is further recommended that a portion of the preservice program be devoted to the SWCEL test so that teacher judgments are better aligned with SWCEL test results.

8c. Program Instructional Procedures

Reading:

The major findings relating to the current year's reading program were both positive and negative. On the one hand, program children across all grade levels averaged between eight and ten months gain in reading achievement. On the other hand, since these children began the year somewhat behind in their reading performances, gains of such magnitude were generally not sufficient to keep them from slipping further behind. In particular, by the end of the first grade, the

project children on the average were two months behind; by the end of the second grade, project children were, on the average, four months behind; and by the end of the third grade, project children were, on the average, ten months behind. Of course, it must be recognized that the project's major hypothesis dealing with the establishment of basic concepts, and the enhancement of language skills as precursers to the acquisition of reading skills, has not yet received a full test, since the other language and experience aspects of the program are presumed to have a cumulative effect. On the other hand, Title I reading instruction apparently varies considerably from child to child as well as from school to school.

Recommendation

Because of the evident success which the SWCEL program has had during the past year, it is recommended that the Program reading staff consider the establishment of a uniform array of skills and a concentrated and uniform approach to the attainment of those skills.

END OF REPORT

EXHIBITS

Student _____

Grade _____

Teacher _____

Tester _____

Date _____

TITLE I, CONCEPT ORAL MASTERY TEST

COMMUNICATION

1. What are three ways we get the news?	_____ _____ _____	Any 3 legitimate answers (i.e., newspaper, radio, television). Prompt "Can you name any other..?
2. Can you name a section of the newspaper? another?	_____ _____	Any 2 legitimate answers (i.e., editorial, comics, ads). Prompt "Can you name any other...?"
3. How are radio and television alike?	_____	Voices, heard over long distances, etc.
4. How are radio and television different?	_____	Picture on television
5. Why is a neswpaper important?	_____	Any legitimate answer
6. Can you name something that helps us learn in the classroom? another? anymore?	_____ _____ _____	Allow reference dealing with people, but prompt to get 3 other responses.
7. How can you tell something to someone far away?	_____	Any legitimate answer (mail, telephone, telegram, etc.)
8. How did people send messages before the telephone was invented?	_____	Any legitimate answer (smoke signals, telegraph, runners, mail, etc.)
9. How can you tell if your teacher is happy without her telling you?	_____	Any legitimate answer (laughing, smiling, etc.)
10. Can you name a way you can express your feelings? another? anymore?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any others?"

Student _____

Grade _____

Teacher _____

Tester _____

Date _____

TITLE I, CONCEPT ORAL MASTERY TEST

TRANSPORTATION

1. Can you name a kind of boat? another? anymore?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other....?"
2. Can you name 2 kinds of trucks?	_____ _____	Any 2 legitimate answers. Prompt "Can you name any other?
3. What do you call a boat which is used to push or pull a large ship?	_____	Tugboat
4. What is the fastest way to travel from one city to another?	_____	Airplane or jet
5. What is a kayak?	_____	A skin boat originally used by natives or similar answer.
6. What are the two ways you can travel through the snow?	_____ _____	Any 2 legitimate answers. Prompt "Can you name any other?
7. Can you name a way you can get to school? another? anymore?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other?"
8. What are 2 ways to carry big boxes of apples from one city to another?	_____ _____	Any 2 legitimate answers (i.e., trucks). Prompt "Can you name any other ..?"
9. What are 3 ways of traveling through the air?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other...?"
10. What is the difference between a jet and a helicopter?	_____	Difference concerning wings, motor, shpae, etc.

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Student _____

Grade _____

Teacher _____

Tester _____

Date _____

TITLE I, CONCEPT ORAL MASTERY TEST

FOOD MARKETING

1. What are 3 animals we get food from?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other...?"
2. What is bread made from?	_____	Wheat, flour, yeast, etc., acceptable.
3. What are 2 foods we get from the ocean?	_____ _____	Fish, shellfish, seaweed, etc. If answer is 2 types of fish (i.e., cod & salmon), prompt "Can you tell me a different kind of food?"
4. Can you name an animal that lives on a farm? another? anymore?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other...?"
5. Where does the grocery store get the food it sells?	_____	Primary source: farmers, fisherman, or similar. One prompt permitted (i.e., where does the truck get it from?)
6. Can you name a vegetable? another? anymore?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other?
7. Name a dairy food you should have every day.	_____	Milk
8. What are 3 fruits that come from trees?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other..?"
9. Can you name a dairy food? another? anymore?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any other...?"
10. Can you name one of the Basic Food Groups? another? anymore?	_____ _____ 144 / 145	Any 3 legitimate answers. One question and a maximum of 3 prompts. Break off after first wrong response.

Student_____

Grade_____

Teacher_____

Tester_____

Date_____

TITLE I, CONCEPT ORAL MASTERY TEST

CAREER INFORMATION

1. What does the Coast Guard (or Navy, Air Force, or Army) do?	_____	Any legitimate answer.
2. What is one job you could have on a ship?	_____	Any legitimate answer.
3. What are 2 things you could do if you worked at _____? (grocery store or gas station)	_____ _____	Any 2 legitimate answers. Prompt "Can you name any others_____?"
4. What are 2 jobs you could have if you worked on a railroad?	_____ _____	Any 2 legitimate answers. Prompt "Can you name any others_____?"
5. What are 3 jobs you could have if you worked at the airport?	_____ _____ _____	Mechanic, flight controller, ticket agent, etc. Must be directly related.
6. What are 3 things a farmer does?	_____ _____ _____	Any 3 legitimate answers. Prompt "Can you name any others___?"
7. What does a butcher do?	_____	Any legitimate answer.
8. Can you name a job you could have if you worked for the telephone company? Another?	_____ _____	Any 2 legitimate answers. Prompt "Can you name any others___?"
9. What are 2 things a mailman does?	_____ _____	Picks up mail, delivers mail, etc. Prompt "Can you name any others_____?"
10. What are 2 things you could do if you worked for a newspaper?	_____ _____	Any 2 legitimate answers. Prompt "Can you name any others_____?"